



Student Success and Support Program Plan (Credit Students)

2014-15

District: Kern

College: Bakersfield College

DRAFT September 15, 2014

Report Due Postmarked by

Friday, October 17, 2014

Email report to:

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and

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SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Bakersfield College

District Name: Kern Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations*.

Signature of College SSSP Coordinator: _____

Name: _____ Date: _____
Paul Beckworth, Associate Dean of Student Success and Programs

Signature of the SSSP Supervising Administrator
or Chief Student Services Officer: _____

Name: _____ Date: _____
Dr. Zav Dadabhoy

Signature of the Chief Instructional Officer: _____

Name: _____ Date: _____
Nan Gomez-Heitzberg

Signature of College Academic Senate President: _____

Name: _____ Date: _____
Steven Holmes

Signature of College President: _____

Name: _____ Date: _____
Dr. Sonya Christian

Signature of District Chancellor: _____

Name: _____ Date: _____
Dr. Sandra Serrano

Contact information for person preparing the plan:

Name: _____ Title: _____
Email: _____ Phone: _____

SECTION II. STUDENT SUCCESS AND SUPPORT PROGRAM SERVICES

Directions: For the following SSSP services: (a) orientation, (b) assessment and placement, (c) counseling, advising, and other education planning services, and (d) follow-up services for at-risk students, describe the approach your college is taking to meet its responsibilities under title 5 section 55531. Include the target student audiences, the types of activities, service delivery strategies, partnerships, staff, resources, technology and research support assigned to provide services.

Report projected expenditures related to these items in the Budget Plan.

Ila. Core Services**i. ORIENTATION**

- Describe the target student audience, including an estimate of the annual number of first-time students to be served. Describe the delivery methods (in groups, online, etc.) and activities that will be provided. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing orientation. Describe at what point(s) in the student's academic pathway services are provided (before registration, at 15 units, etc.).

Target Student Audience

The Bakersfield College target student audience consisted of **5,496** first-time college students for the 2013-14 academic year. The majority of whom are recent high school graduates that come from metropolitan Bakersfield as well as rural areas. BC serves are about 80% first generation students. Census Bureau data indicates that Kern County has one of the lowest attainments of a Bachelor's degree of any county in the state of California. In 2013-14, **84% or 4,622 first-time students completed the orientation component of matriculation.**

Bakersfield College is one of three colleges in the Kern Community College District. BC has approximately 41 feeder high schools with the majority of high schools in the Kern High School District (KHSD) which is California's largest high school district in the state with more than 35,000 students. The KHSD, founded in 1893, encompasses over 3,500 square miles and includes:

18 Comprehensive high school campuses
6 Alternative Education campuses
2 Career Technical Education sites
4 Special Education centers

In addition to KHSD the following are also feeder high schools and include: Tehachapi High School, Monroe High School, Delano Union High School, Bakersfield Christian High School, Cesar E. Chavez High School, Frazier Mountain High School, Garces Memorial High School, Wasco High School, Shafter High School, McFarland High School, Bakersfield Adult School, Nueva Continuation High School, Taft Union High School, Valley High School, Vista High Continuation and Vista West Continuation Schools.

Fall 2013 data shows that 64% of BC students receive some form of financial aid, many of are low socioeconomic status. Census Bureau data for Kern County residents indicate a median household incomes of about \$14,000 below the state average, with 22.5% of the population living below the poverty level.

The majority of BC students are female (54%) and under the age of twenty-five (66%). BC is a Hispanic Serving Institution whose ethnicity makes up approximately 62% of the student population (Fall 2013). Other student ethnicity percentages are as follows: 5% African-American students, 1% American Indian students, 4% Asian/Philipino/Pacific Islander students and 24% white students.

Our student population consists of recent high school graduates, older students wishing to change and/or train for a career, displaced workers and students wishing to increase their skills, returning veterans, returning students, transfer students from community and baccalaureate-degree granting colleges and universities, international students and students with disabilities.

Orientation Delivery Methods

Orientation services are delivered in multiple modalities that include online delivery, face-to-face large group on campus delivery, face-to-face large group delivery at the feeder high school sites and in face-to-face one-day matriculation It's POSSIBLE events.

New student orientations are offered in groups at all feeder high school campuses. Two to three large group campus new student

orientations are offered on the main Bakersfield College campus every semester and one large group new student orientation is offered at the Delano Center campus every semester. Bakersfield College has an online orientation that is available twenty-four hours a day, seven days a week. (Plans for evaluation and improvement of high school, face-to-face and online orientation services are discussed under item 4.)

It's POSSIBLE One-Day Matriculation Events

BC piloted three one-day "It's POSSIBLE to Become a Renegade in One Day" events in the summer of 2014 which served over 1500 students. At these one-day events new students completed all matriculation (orientation, assessment/placement, counseling workshops and the creation of an abbreviated educational plan (ASEP) and then they were assisted in registering for classes. A calendar will be developed and implemented for the upcoming year, where new students will be able to complete all matriculation steps during the open registration period and prior to the first day of classes and consistent with success strategies. During the 2014-15 year, the college will expand the It's POSSIBLE program to include evening sessions.

New Student Orientation Activities

All orientations are informative, engaging and encouraging instructional events that introduce new students to the rigor required and the resources of support available to them to be successful in college. The college ensures that students are introduced to college practices and processes such as the first day drop policy, the importance of and where the academic calendar and important timelines are located. Discussions of the importance of a major and career goal are emphasized and early development of a comprehensive student educational plan is encouraged. Students are instructed to complete math, English and remedial reading courses early in their college career. BC is careful to define all terms unfamiliar to new students such as priority registration, processes for registering and dropping courses, prerequisite, co-requisite and prerequisite challenge procedures and college fees and payment timelines in student-friendly language. Discussions of the academic expectations of faculty and the consequences of not maintaining good progress are stated. Maintaining at least average grades and completing at least 51% of the units they attempt and consequences of not doing so are explained. Extensive support services including financial aid, tutoring, the student success lab, the writing center, critical academic skills workshops, transfer assistance and workshops, transfer admission guarantees, associate degrees for transfer to the CSU system, and a variety of counseling and advising options are covered. Engagement in the student life of the college is strongly encouraged and student clubs and activities are presented.

The New Student Orientations consist of modules to make sure that the special needs of specific populations, such as recent high school graduates, adult students over 25, veterans, students with disabilities, and international students are met. The Director of Outreach and Relations with High Schools and the Faculty lead for orientation ensure that the information in both the in person orientations and online orientations are accurate and up-to-date.

Online Orientation

Bakersfield College, located in the metropolitan city of Bakersfield, lies within Kern County, one of the largest and most diverse counties in the state of California covering over 8161 square miles ranging from the southern slope of the Coastal Range to the slopes of the eastern Sierra Nevadas into the Mojave desert. To guarantee access with the challenges of large geography, student transportation and socioeconomic limitations it is essential that BC provide this service in an online format.

BC is creating a revised online orientation, targeting a more efficacious and interactive online delivery platform addressing multiple learning styles and requiring effective student participation. The online orientation is easily accessible and compliant.

Face-to-Face Large Group On Campus Orientations

Large- group on-campus orientations are held during late Fall and early Spring semesters. Students are required to register online for the in person group orientations held at the main BC campus and at the Delano Center campus. The Office of Outreach and Relations with High Schools in collaboration with the Counseling and Advising Department will host an annual large orientation for high school students on the BC campus in December of 2014. BC will fund transportation for high school students for this event.

First generation student orientations were piloted in 2014 and will be expanded in coming years .

- Summer welcome and orientation – This mini-orientation was piloted in June 2014 with MIH students in order to help students complete their registration process, familiarize them with campus and MIH mentors and encourage student success strategies and address academic expectation.
- Opening Convocation – This mini orientation, piloted with first-time, first generation CalSOAP students and their family members occurs the week prior to Fall semester. Family members, students, and mentors look at academic expectations,

the advantages of completing higher education, and success strategies. Mentors, family members and students make a ceremonial commitment to success.

Parent Orientation

Studies show that the first place a student looks for help is not a classroom or counseling office, but rather his or her home, particularly with first generation students, and for that reason, Bakersfield College is developing orientations for parents. Parent connections are made through the High School Counselor Student Success Liaisons and through the "Making it Happen (MIH)" Mentorship program. BC's Parent orientation will include topics such as the importance of a college education, a listing of opportunities available at BC, college cost comparisons as well as parental guidance for student success.

Face-to-Face Large Group Feeder High School Site Orientations

High school site large group orientations are held during late Fall and early Spring semesters and the Director of Outreach and School Relations, counseling faculty and staff as well as the High School Student Success liaison counselors at the high schools work together closely to message high school seniors to attend these events. The curriculum for these events is the same as the face-to-face large group orientation events held on the BC and Delano Center campuses. The Office of Outreach and School Relations and the Counseling and Advising Department will host an annual large orientation for high school students on the BC campus. BC will fund the transportation for high school students to attend this event if they have completed a BC admission form.

Extended Orientations and Bridges

Bakersfield College offers extended orientation services to specific student groups. These orientations and bridges are held throughout the summer, Week Zero (two weeks before the fall semester begins) and early in the fall and spring semesters to ensure students have the necessary information for their specific needs such as club activities, major or interests. These extended orientations include:

- First generation students
- Athletes
- Summer bridge for remedial students
- Science, Technology, Engineering and Mathematics (STEM) majors
- Student Government Association officers
- Allied-health majors
- Communication Studies majors
- Financial Aid recipients
- Economic Opportunity Programs and Services (EOP&S) students
- International Students
- Hybrid math lab
- Student Success lab
- CalWORKS
- Career and Technical Education majors

Partnerships and Collaborations

BC partnerships and collaborations fall into three main categories: Middle and High School, College, and Business, Industry and Community.

Middle and High School

Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield (CSUB). Graduate student counselors-in-training provide support and encouragement to a growing number of area high school seniors assisting them with college applications, financial aid applications and BC's matriculation steps of admission and orientation at their high school site. This relationship is growing and has resulted in numerous programmatic collaborations. CalSOAP is now extended to all area high schools. BC participates in several training sessions with these CalSOAP graduate students in an effort to better prepare incoming students.

High School Counselor Student Success Liaison Program

Bakersfield College piloted admission application workshops, orientations and assessment testing at 17 Kern High School District, Shafter, Tehachapi, Delano and Wasco high schools during Spring 2014. Initial analysis of the evaluations from High School Counselor workshops and the annual High School President's Breakfast reveal that high school counselors and staff are eager to partner with BC and hold matriculation events at their high school sites. Data on student placement (discussed later in this report) revealed that high school students tested higher on the assessment test when taken at their high school than previous years when it was limited to testing on the BC campus.

This summer, the Bakersfield College Counseling and Advising Center faculty, assisted by two high school counselors, are creating the curriculum and training handbook to train one high school counselor at each high school site to act as the student success and support liaison with the Counseling and Advising and Assessment/Placement Testing Centers at Bakersfield College. Each high school counselor will be trained on BC's matriculation processes and will be provided with a monetary stipend for their work (see Budget spreadsheet).

Annual High School Counselor Fall Workshop

Each Fall term, the Counseling and Advising Center and the Career and Technical Education Program at BC invite all local high school counselors and career technicians from the feeder high schools to a daylong workshop. Workshop topics include timely updates on changes in matriculation, financial aid, concurrent enrollment as well as highlighting programs, associate degrees for transfer, and certificates. Career information is shared as well as demonstrations by current students enrolled in CTE programs. Current BC student panelists present their views on how high school staff can better prepare high school students for success at BC. Evaluations of the workshop are analyzed and changes made based on feedback. Included in the workshops are data about the success rates of students at BC whether, prepared or under-prepared, and the higher success rate of students that complete BC and go on to other degrees.

Annual President's High School Principal Breakfast

Each spring semester feeder high school principals, vice-principals and head counselors are invited to a welcoming early morning breakfast event. The goals of this event are many but overall BC wants to create a venue for a two-way dialogue about how BC can better meet the needs of the high school students. Information is shared about changes in the curriculum and focus of BC and feedback is collected on how we can improve our services. From this event has come, among other things, changes in our assessment/placement re-test policies and a rigorous dual enrollment program. Feedback is collected and analyzed.

The Regional Occupation Center

The Regional Occupational Center and Bakersfield College have articulation agreements in place that allows high school students to gain college credit for 39 individual occupational courses. Career specific information about Bakersfield College and they receive advanced credit for some qualifying courses.

College

Bakersfield College is in partnership with the Kern High School District (KHSD), California State University Bakersfield (CSUB) and Taft College in a California Academic Partnership Program grant (CAPP) with the focus to collaborate on issues surrounding the Common Core curriculum. The overall goal is to help high school students enter college more prepared. This program serves all high school students in the KHSD.

Business, Industry and Community

Padrinos

ASTEP-African-American Success Through Excellence and Persistence

Department of Rehabilitation

The California Department of Rehabilitation (DOR) is a State agency charged with supporting people with disabilities in their quest for gainful employment. Bakersfield College has a rehabilitation counselor on site in the Counseling/DSPS (Disabled Students Programs and Services) area for two days per week, and the rehabilitation counselor is an adjunct DSPS counselor one day per week. This counselor provides orientation and other matriculation services for new students. This provides a clear bridge between the Department of Rehabilitation and DSPS, by allowing DOR clients who are BC students to receive services on campus. This is a unique type of relationship between the two organizations that doesn't exist on many other community college campuses. This partnership was created through the Workability III contract between DOR and BC. The WAIII contract has been in existence for at least 20 years and is one of the oldest contracts that DOR has. In fact, many newer WAIII contracts established throughout the state have been modeled after BC's program. Due to the referral process between DSPS, DOR, and WAIII, BC is able to provide students with well-rounded services to facilitate their participation in educational and vocational programs.

Kern County Human Services

Bakersfield College partners with Kern County Human Services departments to create internship opportunities as all Human Services majors must complete 4 units of internship experience at local human services agencies. Students receive orientations at their internship sites.

Kern County Veterans Collaborative

Our DSPS Director and Associate Dean of Student Success sits on the Kern County Veterans Collaborative group, which is a group of service agencies and organizations who support veterans in our community. This information helps support our Veteran's orientation program.

1. Identify the staff providing orientation, including the number of positions, job titles and a brief one-sentence statement of their role.

<u>Job Title</u>	<u>Department</u>	<u>Campus Funded</u>	<u>SSSP Funded</u>	<u>Description</u>
Dean of Student Success (FT)	Student Affairs/Instruction		X	Coordination of SSSP to implement SB 1456
Associate Dean of Student Success and programs	Student Affairs	X		Coordination of SSSP to implement SB 1456
Student Success & Support Program Manager (FT)	Student Affairs		X	Coordinate Student Success activities under the direction of the Associate Dean of Student Success
Student Success & Support Program Manager-Rural Communities (FT)	Student Affairs		X	Coordinate Student Success activities at the Delano Center and other rural communities under the direction of the Delano Center Director
Student Success & Support Program Manager-MIH	Student Affairs		X	Coordinate the Making It Happen Mentor (MIH) Program
Student Success & Support Program Manager-Equity	Student Affairs		X	Coordinate equity and SSSP interventions
Director of Equity & Inclusion	Student Affairs		X	
Technology & Communication Specialist (FT)	Student Affairs	X		Develop and coordinate communication plan for Student Success under the direction of the Dean of Student Success

Admissions/Outreach Paraprofessional Academic Advisor (FT)	Office of Outreach and School Relations	X		Provide advisement for Orientation/Educational Planning, Welcome Center
Rural Initiatives Paraprofessional Academic Advisor (50%)	Counseling and Advising Delano Center		X	Coordinate Rural Initiatives; Provide advisement for Orientation/Educational Planning
Associate Director of Outreach & High Schools	Office of Outreach and School Relations		X	Organize and manage feeder high events and relations/coordinate High School Student Success Counselor Program
Student Peer mentors (5)	Office of Outreach and School Relations	X		Assist with all BC activities for high school matriculation services/ work with High School Student Success Counselor liaisons
Director of Outreach 50% orientation 50% Pre-enrollment Services	Office of Outreach and School Relations	X		Oversee and coordinate all BC orientation activities and pre-enrollment services
Information Services/ Technician	BC IT	X		Maintenance of computer software and hardware
Extended Learning/ Educational Media Design Specialist	Extended Learning	X		Moodle trainer and facilitator
Executive Secretary	Student Services	X		Assists Associate Dean of Student Support & Programs
Technology Consultant	Student Services		X	Coordinate the development of the revised online orientation
BC Webmaster Marketing and Public Relations/ Web Content Editor	BC Public Relations	X		Web and student portal designer and content manager

2. If orientation is provided through the full or partial use of technology, identify any commercial products or describe in-house products in use or under development, including any annual subscription or staff support requirements

Bakersfield College, as stated earlier in this section, is undergoing a substantial revision of online orientation to create a more efficacious and interactive online delivery platform addressing multiple learning styles and requiring effective student participation. The online orientation is easily accessible and compliant.

BC uses the Moodle classroom management software, an easy to use format that will require students to interact with the program. Students will complete Title 5 mandatory orientation topics and participate in It's POSSIBLE Habits of Mind activities by reading introductory information, watching short video presentations created by BC's Media Center, answer quiz questions correctly before they will be allowed to move on and participate in other required activities.

Other orientation materials include:

Appropriate published materials locally developed.

Technology support staff include:

Media Center staff

BC IT Staff

District IT staff

Moodle Management and Webmaster

Technology Consultant

3. Describe the college’s plans for developing and implementing orientation services. The following eight policies and procedures provided on the Orientation Checklist are identified in title 5 section 55521 as required information to include in an orientation.

Orientation Checklist (Required Policy or Procedure)

- (1) Academic expectations and progress and probation standards pursuant to section 55031;
- (2) Maintaining registration priority pursuant to section 58108;
- (3) Prerequisite or co-requisite challenge process pursuant to section 55003;
- (4) Maintaining Board of Governors Fee Waiver eligibility pursuant to section 58621
- (5) Description of available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- (6) Academic calendar and important timelines.
- (7) Registration and college fees.
- (8) Available education planning services

The first matriculation step after applying for admission to the college is orientation. Orientation is a process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures and other appropriate information (Title 5, Section 55521).

Orientation is required for all new students at Bakersfield College and provides an opportunity to interact with current and new students who will become part of their BC experience. It is here for the first time that students will get introduced to BC’s Habits of Mind program, “It’s POSSIBLE” to succeed at Bakersfield College through the habits of persistence, organization, striving for excellence, staying involved, innovating, being focused, learning for life, and emphasizing integrity. It’s POSSIBLE is the brand that Bakersfield College applies to all of its matriculation services so students are reminded that they can achieve success with their educational and career goals.. Once students have completed and filed their online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation, test prep workshops and in assessment/placement. Whether a new student attends the in person group orientation at their high school or community site, at the main BC campus or at the Delano Center, or chooses to access the orientation online, the program is designed to promote personal academic success, individual development, and introduces student and academic support programs. Included in the scope of orientation activities are the College’s legal requirements under the Higher Education Act of 1965, as amended and Title IX of the Higher Education Act of 1965, as amended (HEA and Title IX).

Student Learning Outcomes

All New First-year students are required to attend an orientation program. As a result of participating in orientation, they will:

- o Be able to describe academic expectations and progress and probation standards;
- o Be able to describe how to get and maintain priority registration and be in good standing with financial aid;
- o Be able to utilize the prerequisite or co-requisite challenge process;
- o Be able to locate information on available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
- o Be able to identify opportunities related to student engagement and involvement;
- o Be able to locate the academic calendar, important timelines, registration and college fees;
- o Be able to describe the Habits of Mind that can help a student be successful at BC (It’s POSSIBLE); and
- o Be able to locate available education planning services

Assessment of at least one of the above student learning outcomes will take place every semester to ensure that students are learning. Analysis of these outcomes data will be used to make improvements in student learning. Assessment data and information will be coordinated by the SSSP Manager, the Assessment Committee and KCCD District IT.

4. Please specify other issues, policies and procedures that the college or district determines necessary to provide a

comprehensive orientation. Add additional lines as needed.

Next Steps

Bakersfield College is developing a new comprehensive online orientation to meet the needs of both our online and face-to-face BC students as well as meeting the SB1456 legislation requirements.

The college is undergoing a review of its current “new student-flow” matriculation structure to identify barriers to students and improve the pathway to ensure that the entire process is communicated effectively and simply and is easy to follow. A part of this review will lead to the creation of a centrally located “Welcome Center” staffed with paraprofessional academic advisors that can assist new students and community members with matriculation services.

5. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for orientation services. SEE ATTACHED BUDGET SPREADSHEET

ii. ASSESSMENT AND PLACEMENT

1. Describe the target student audience, including an estimate of the annual number of students to be assessed, and a description of who will be required to be assessed. Describe the methods by which assessment and placement services will be delivered. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing assessment and placement. Describe at what point(s) in the student’s academic pathway assessment and placement are provided (while still in high school, summer, during registration, etc.).

Target Student Audience

The Bakersfield College target student audience consisted of 5,496 first-time college students for the 2013-14 academic year. The majority of whom are recent high school graduates that come from metropolitan Bakersfield as well as rural areas. BC serves are about 80% first generation students. Census Bureau data indicates that Kern County has one of the lowest attainments of a Bachelor’s degree of any county in the state of California. All first-time college students are required to take assessment/placement tests unless they are exempt.

In 2013-14, 82% or 4,523 first-time students completed the assessment component of matriculation.

Bakersfield College is one of three colleges in the Kern Community College District. BC has approximately 41 feeder high schools with the majority of high schools in the Kern High School District (KHSD) which is California's largest high school district in the state with more than 35,000 students. The KHSD, founded in 1893, encompasses over 3,500 square miles and includes:

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The majority of BC students are female (54%) and under the age of twenty-five (66%). BC is a Hispanic Serving Institution whose ethnicity makes up approximately 62% of the student population (Fall 2013). Other student ethnicity percentages are as follows: 5% African-American students, 1% American Indian students, 4% Asian/Philipino/Pacific Islander students and 24% white students.

Our student population consists of recent high school graduates, older students wishing to change and/or train for a career, displaced workers and students wishing to increase their skills, returning veterans, returning students, transfer students from community and baccalaureate-degree granting colleges and universities, international students and students with disabilities.

Those Required to Assess

All new students will be required to take placement tests unless they are exempt by taking placement tests at a District College, have qualifying scores on Advanced Placement or International Baccalaureate tests, or have taken the CSU EPT or ELM Placement tests or have participated in UC placement tests.

Delivery of Assessment and Placement Services

Students can take their assessment/placement tests at their high school or on the main BC campus or the Delano Center. Students are accepted on a first come, first served basis at the BC and Delano campus test centers. On the high school campuses dates are set in advance, students messaged about those dates and those students who have filed an admission form to BC are scheduled for the test. Students are informed that the busiest times for assessment/placement are the eight weeks before each semester begins. Students are encouraged to prep for their assessment/placements and take their assessment/placement tests between November 1 and mid-May. Based upon student feedback, students are encouraged to take the math test on a separate day from the English/Reading/Writing/ESL testing. If they intend to complete all tests on one day, they are advised to take a significant break between testing and that they start with the math test.

BC Assessment/placement staff receive specialized training in all of the tests that BC administers. Assessments are proctored on-site for all students or off-site at local and rural high schools or community centers.

Accommodations are available through the Disabled Students Programs and Services Department (DSPS).

BC is moving to a web-based assessment instrument in Fall 2014 and will be providing on-site assessment/placement testing to all feeder high schools as well as rural areas where students lack transportation to come to the college. BC is also exploring alternative ways to assess and place evening students who work full-time.

Assessment and placement services are open year-round in the following locations and hours and students must test in person:

- Morning, afternoon, evening and Saturday hours throughout the year at the Assessment/Placement Center on the main Bakersfield College campus.
- Morning, afternoon, evening and Saturday hours at the Delano Center campus.
- At least one daytime service at all feeder and rural high school campus sites during the summer/fall admission period between November 1, 2014 and May 15, 2015.
- The main BC campus holds periodic one day events on campus where new students can complete all matriculation (admission, orientation, assessment/placement, counseling and the creation of an abbreviated educational plan) and register for classes in one day (“It’s POSSIBLE to Become a Renegade in One Day”).

When in a Student’s Academic Pathway are Assessment and Placement Provided

New students to Bakersfield College take assessment/placement tests while still in high school or during It’s POSSIBLE one-day matriculation events, or in the summer before classes start. Students do not receive priority registration unless they participate in assessment/placement testing or they are exempt (see above). The college understands the importance of ensuring that students are prepared for college-level work and assessment placement results are required before a student is assisted with counseling and advising and the creation of their abbreviated educational plan for their first semester (or two).

Bakersfield College Partnerships and Collaborations

BC partnerships and collaborations fall into two main categories: Middle and High School and College.

Middle and High School

High School Counselor Student Success Liaison Program

As mentioned earlier in this report, high school counselor Student Success liaisons at each high school site will message and encourage students once they have filed an application at a high school site workshop to prepare for their placement tests. High school seniors will be messaged early in their senior year to practice and prepare for placement tests. High school counselors also encourage high school freshmen to schedule four years of college prep or higher English and mathematics

courses as well as Advanced Placement or International Baccalaureate courses.

Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield. This year, high school seniors at 7 high schools were coached by counselors-in-training through the college and financial aid application and process. BC’s Assessment/Placement Center piloted assessment/placement testing at these 7 high school sites. An analysis of the placement results administered at the high school sites compared with results from previous years shows that students who took the assessment/placement at the high school placed significantly higher in English , reading , and mathematics, than high school seniors who took the assessment/placement tests on the main BC campus or Delano Center. This shortened many students pathway to college-level skills courses. This acceleration and improvement rate in student placement levels at the high school sites will be increased in the 2014-2015 academic year to include all feeder high schools.

BC’s Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process and students are assisted with admission form completion and preparation for their assessment/placement tests. This year the 400+ students who attended the event provided college counselors with their high school transcripts and the College’s revised Multiple Measures criteria (see below for explanation) were applied and each student was provided with a summer and fall semester abbreviated student educational plan.

College

KCCD Collaboration

Students wishing to take courses at any Kern Community College District college, i.e., Bakersfield College, Porterville College or Cerro Coso Community College may take assessment/placement tests at any college site or area high school and have it accepted at all three colleges. Bakersfield College is moving from the COMPASS online assessment instrument to the web-based ACCUPLACER test in Fall 2014. The other two colleges in the KCCD use the web-based ACCUPLACER tests.

BC/CSUB Collaboration

The Bakersfield College and the California State University Bakersfield English Departments are celebrating their 25th year in the Building Bridges association and collaboration. This association was originally part of a grant funded project. Department faculty explore courses and curriculum, assessment/placement processes, including placement cut scores. As a result of the project, BC and CSUB accepts each other’s English and ESL courses as well as each other’s placement decisions. This means that students do not need to be tested multiple times. For example, if CSUB places a student in college-level English composition, BC places that student in English B1a.

Bakersfield College is part of the State Chancellor’s Office Pilot Program on Common Assessment.

Next Steps

Bakersfield College is exploring the use of Predictive Analytics to forecast student risk factors through several grant opportunities. By strengthening institutional research and Information technology capacity the college hopes to be able to make informed decisions and guide students more effectively and efficiently to the services they will need to be able to successfully complete their educational and career goals.

2. Identify the staff providing assessment services, including the number of positions, job titles and a brief one-sentence statement of their role. Include staff providing direct assessment related research services.

<u>Job Title</u>	<u>Department</u>	<u>Campus Funded</u>	<u>SSSP Funded</u>	<u>Description</u>
Dean of Student Success (FT)	Student Affairs/Instruction		X	Coordination of SSSP to implement SB1456

Associate Dean of Student Success and Programs(FT)	Student Affairs	X		Assist with the coordination of services to implement SB 1456
Student Success & Support Program Manager (FT)	Student Affairs		X	Coordinate Student Success activities under the direction of the Dean of Student Success
Student Success & Support Program Manager-Rural Communities (FT)	Student Affairs		X	Coordinate Student Success activities at the Delano Center under the direction of the Dean of Student Success
Student Success & Support Program Manager-MIH	Student Affairs/Instruction		X	Coordination of the making It Happen Mentor (MIH) Program
Student Success & Support Program Manager-Equity	Student Affairs		X	Coordination of SSSP and equity interventions
Director of Equity & Inclusion	Student Affairs		X	
Associate Director of Outreach and High Schools	Outreach and High Schools		X	Organize and manage feeder high school events and relations/coordinate High School Student Success Counselor liaisons
Coordinator of Assessment/Placement (Classified)	Assessment/Placement	X		Manage day-to-day assessment/placement operations
Technology & Communication Specialist (FT)	Student Affairs	X		Coordinate communication for Student Success under the direction of the Dean of Student Success
Director of Enrollment Services (____%)	Student Affairs	X		Management of Assessment/Placement Program
Stipends for High School Student Success Counselor liaisons	Counseling and Advising		X	Stipends for High School Student Success Counselor liaisons/proctoring of on-site feeder HS assessment/placements
(2) Assessment Program Assistants (Classified/FT)	Assessment/Placement		X	Proctors, scores, and enters test scores into the Banner system.
(2)Program Assistants (Classified/PT)	Assessment/Placement		X	Proctors, scores, and enters test scores into the Banner system.
IT Technicians		X		Assist and update assessment software

3. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. For second-party tests, be specific about the versions and forms used. Describe which tests and services are offered online, in person, individually or in groups, etc.
- If using a test, describe what other measures are used and how they are used to meet the multiple measures requirement.
 - If not using a test, describe what other measures are used to assess students and describe how students are placed into courses.
 - Describe how these measures are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, used on their own without a test, etc.)

BC Assessment Tests

Bakersfield College is transitioning from using the online **COMPASS** test to the online **College Board ACCUPLACER** for English, English as a Second Language, reading and mathematics placements. This instrument allows students to experience a unique and personalized test experience because the difficulty level is adjusted to each student’s ability level – this is called adaptive testing. Additionally, ACCUPLACER is used by the other two colleges in the KCCD.

BC incorporates Multiple Measures for all four tests, customizing to automatically apply the college’s Multiple Measure criteria through an algorithm. Web-based ACCUPLACER, will allow BC to administer the placement tests easily to feeder high schools and in rural areas.

- Multiple Measures requirement. During the Spring semester 2014 the lead faculty member researching our Multiple Measures practices, the Dean of Student Success and the Dean of Science, Technology, Engineering and Math and Industrial Technology along with lead faculty members from English, Mathematics, Basic Skills, Counseling and science met several times to review BC’s Multiple Measures criteria. After reviewing local data comparing assessment/placement test results and high school transcripts as well as data from Long Beach City College’s STEPS Project, faculty revised the Multiple Measures criteria to incorporate high school grade point average, grades in English and math courses, grades in the last English and math course students took and Advanced Placement courses. These revisions will more accurately reflect student ability and place them accordingly. Students are multiple measured into coursework as shown below.

Multiple Measures Rubric	Criteria	MM to:
English		
Enrolled in/completed AP English Language/Literature	With minimum score of 3	English level 06, clear for Engl 2,3,Phil 9
AP English course w/o AP test	3 gpa + 4 yrs English	Engl B1a
EAP "College Ready"		Engl B1a
EAP "Conditional"	ERWC Sr. yr. w/ C or better	Engl B1a
4 yrs HS English	Minimum 3 cumulative gpa	Bump one level
Borderline scores (w/1 3 pts)	2 other MM criteria	Bump one level
4 Multiple measures for English (4 yrs Engl, AP Engl jr. or sr. yr with B, reading score 06, HS gpa 3.0)		Bump one level
Freshman composition ready at UC/CSU		Engl B1a
IB course sequence	Need faculty input	Engl B1a
Reading		
EAP "College Ready"		Level 06
Placed into Engl B1a		Level 06
Engl Lit/Lang AP Test	Min score of 3	Level 06
Math		
Algebra I & II in HS	Min grade of C all semesters	Move up one level
AP stats/calculus Sr. yr. HS	Min score of 3 on test	Move to Level 04 (stats), 06 Calc II, depends on major
AP math course Sr. yr. HS, w/ "B" grade	Did not take AP exam	Move to college level math (04)
4 years math in HS	Algebra I & II w/ "C" or better, AND Min. cumulative gpa 3.0	Move up one level
Acceleration encouraged with borderline placemrnts and/or strong HS gpa		

Note: As we review the data on the use of multiple measures and the student success this year we will re-evaluate and re-define our multiple measures. The formula will then be put into the ACCUPLACER multiple measures algorithm for electronic application rather than individually reviewing all in-coming student transcripts.

- Describe the college’s or district’s policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, if applicable, and colleges outside of the district.

- a. Multi-College District- Bakersfield College accepts the placement scores from the colleges within the KCCD, i.e. Porterville and Cerro Coso Community College.
- b. BC also accepts the ELM and EPT results from the California State University system and the placement results of the University of California. Other community college and private and out of state colleges are reviewed on a case by case basis by counselors and paraprofessional academic advisors.

BC President, Dr. Sonya Christian represents CEOs on the Common Assessment Initiative and Dr. Janet Fulks, BC Microbiology professor currently sits on the Common Assessment Multiple-Measures Workgroup at the State Chancellor’s office. It is hoped once a common assessment process is in place; BC will accept placement results from all other California Community Colleges.

5. Describe college or district policies and practices on:

Pre-test Practice

Once students complete and file an online application to BC, they are assigned a Student Identification number and sent an email directing them to participate in orientation and Test Prep workshops on campus or online, and to take the ACCUCESS diagnostic test online that will prepare them for their Assessment/Placement tests.

Face-to-face orientations and modules for online orientations stress the importance of practicing basic skills before taking assessment/placement tests. Additionally, counselors and paraprofessional academic advisors and high school counselor Student Success liaisons communicate to new students the importance of prepping for the assessment/placement tests, information about placement results, multiple measure guidelines and the length of time to achieve a degree and transfer information.

As stated earlier in this section, the BC Student Success communication and messaging plan encourages students to prepare for their placement tests at the BC main campus Student Success Lab or off-site at their feeder high school once they have submitted an online application and receive their student identification number. In person group orientation events, high school site group orientations and the online orientation also encourage students to prepare and practice for their placement testing and practice sites are included on BC’s website and in orientation printed materials. Students who participate and take the diagnostic ACCUCESS portion of the ACCUPLACER test will be guided specifically to the areas in which they need to practice.

Describe what type of test preparation is available, how it is delivered, how students are informed of and access materials, including sample test questions, and how students are notified of their pre-test performance.

ACCUCESS by Edmentum is an adaptive, diagnostic assessment solution that quickly, accurately and efficiently places students at grade level in reading, writing, and math. Because it is web-based, once BC students file an admissions application, they can log in to the system to practice before they take their assessment/placement tests. High school student success liaisons, high school counselors and career technicians assist students at their high school site to practice. New students are evaluated and automatically prescribed rigorous content to personalize learning. Academic and remedial areas are targeted for students so that they are aware of what areas they need to practice.

Re-Test Policy

Retesting is an opportunity for incoming students to retake their placement tests. Retesting is available for incoming students who did not place as high as they expected when they took the original tests. It is a second chance. A student wishing to retake any part of BC’s placement tests is typically allowed one retest attempt in each subject area. Students are reminded to prepare for their placement tests.

Eligibility, Guidelines and Timelines

The timeline for eligibility for retesting depends on specific criteria, as outlined below:

Option 1: If a student experienced a medical or documented extenuating circumstance while taking the tests, they must visit the Counseling and Advising Center and have a counselor or advisor sign a form in order that they may re-test after a one (1) week waiting period. Counselors and advisors encourage students to either practice and review test questions online or they have the option to have a prescribed practice sessions developed for them by BC’s Student Success Laboratory at no cost to the student in order to take advantage of Test Prep materials.

Option 2: Students may retest after two weeks of taking the original test if they can demonstrate an increase in their proficiency level based upon some organized study program such as completion of remedial work in the Student Success laboratory. Students must have the retest form signed by an instructor, tutor or counselor verifying that they have participated in remedial practice and have increased their proficiency levels.

Option 3: All students may retest after two (2) months of the original test.

Option 4: Students with special circumstances may submit a written request to the Dean of Student Development and Success to retest earlier than these guidelines suggest. The Dean may waive or modify these guidelines in special circumstances.

High school students, who initially take the assessment/placement tests before their senior year, are allowed to re-test.

These waiting periods and test prep materials are consistent with the ACCUPLACER guidelines.

Recency

Student placement scores are valid for five (5) years and their high school transcript grades are always valid, however, science courses such as chemistry recommend that math courses be taken within two (2) years.

6. Describe what externally-administered third-party test results are accepted for placement. Does the college accept an Early Assessment Program (EAP) result of “college ready” to exempt students from the college placement test in English? In math?
 - a. Bakersfield College accepts Early Assessment Program tests in English in both the college-ready category and for conditional students who are enrolled in the English (ERWC) course with at least a “C” grade in their first semester of the senior year in high school.
 - b. Bakersfield College accepts Advanced Placement scores of at least a 3 in English Language and English Literature as completion of Freshman Composition and a minimum International Baccalaureate (IB) score of 5 in Language A that will place a student into English B1a. Advanced Placement scores in statistics and AB and BC Calculus tests of at least a 3 are accepted for college-level math courses. IB scores of at least a 4 in mathematics satisfies the transfer requirement in mathematics, lower scores could be used to place students at math transfer levels at BC. Although AP and IB tests scores are considered the senior year results of these tests are usually not received until July and so cannot be included in the initial placement but require re-consideration after scores are received and students challenge the placement if necessary.
 - c. Bakersfield College accepts the placement test results for the California State University system and the University of California system in English and mathematics and students taking those exams are appropriately placed at college level in English (English B1a) and transfer level math courses based upon their major.

7. Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain assessment instruments or other technology tools specifically for assessment.

SEE ATTACHED BUDGET SPREADSHEET

iii. COUNSELING, ADVISING, AND OTHER EDUCATION PLANNING SERVICES

- Describe the target student audience, including an estimate of the annual number of students to be provided (a) counseling, (b) advising, (c) and other education planning services. Describe what these services are, the service delivery methods (in person, in workshops, FTES funded classes, online, etc.) and models used. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing these services. Describe at what point(s) in the student’s academic pathway counseling, advising, and other education planning services are provided (before registration, at 15 units, etc.)

Target Student Audience

The Bakersfield College target student audience consisted of 5,496 first-time college students for the 2013-14 academic year. The majority of whom are recent high school graduates that come from metropolitan Bakersfield as well as rural areas. BC serves are about 80% first generation students. Census Bureau data indicates that Kern County has one of the lowest attainments of a Bachelor’s degree of any county in the state of California. All first-time college students are required to take assessment/placement tests unless they are exempt. **In 2013-14, approximately 72% of all first-time college students were provided counseling and/or**

advising services and 34% completed comprehensive educational planning.

Counseling and Advising Services/ Delivery Methods

Students are assisted with counseling, advising and abbreviated and comprehensive educational planning in the following modalities:

- **Group Advising sessions that lead to the development of an abbreviated student educational plan (ASEP) at the feeder high schools, main BC campus, the Delano Center and in Arvin, California.**
- **Individual and drop in counseling appointments**
- **Drop-in paraprofessional academic advising**
- **Career and Major Decision Workshops**
- **A variety of Transfer Assistance Workshops**
- **Educational Planning Workshops**
- **Student Development courses, both face-to-face and online (FTES funded classes)**
- **Visits to classrooms**
- **“Got an SEP” campaign (described below)**
- **Online email service response by staff**

BC special programs such as Extended Opportunity Programs & Services (EOPS), Disabled Student Programs & Services (DSPS), CalWORKS, CARE, Science, Technology, Engineering & Mathematics majors (STEM), International Student Programs and Services, Career & Technical Education paraprofessional academic advisors (CTE), Financial Aid paraprofessional academic advisors and the Athletic paraprofessional academic advisor also provide group sessions, individual appointments, drop in sessions, and a variety of educational and student success workshops.

BC Partnerships and Collaborations

BC partnerships and collaborations fall into two main categories: Middle and High School and College.

Middle and High School

High School Counselor Student Success Liaison Program

Most high schools in the Kern High School District and in the outlying areas of Delano, Wasco, McFarland and Shafter have adopted the Career Choices curriculum for all their incoming 9th grade students. BC created a 3 unit dual enrollment college-level course to match this curriculum. Students in the course research career options, financial budgeting and set early career and educational goals in their 10-year Plan. High school counselors and especially the high school counselor student success liaisons encourage high school seniors to choose a major and career pathway based upon this information. BC counselors also share the effective career materials from the State Chancellor’s office, Career Café website. The high school counselor Student Success liaisons also contribute to high school seniors completing all steps of matriculation as mentioned earlier in this report.

Cal-SOAP

The Bakersfield College Transfer Center has had a 4 year partnership with the local California Student Opportunity and Access Program (Cal-SOAP) administered by a grant housed at California State University Bakersfield. BC’s Transfer Center Director, counselors and educational advisors train Cal-SOAP counselors in the college matriculation process that includes results of placement testing, multiple measures and the creation of abbreviated educational plans. In early March 2014, Cal-SOAP high school seniors are bussed to BC for a half day orientation and abbreviated student educational plan counseling workshop. High school seniors were given presentations by student services and academic programs and campus tours.

College

BC/CSUB Collaboration: Satellite Center at BC

As a result of a previous Title V grant between Bakersfield College and California State University Bakersfield, CSUB houses both a general educational advisor and a STEM educational advisor in the BC Counseling and Advising Center to assist students in establishing a seamless transfer pathway. The CSUB advisors rely primarily upon the comprehensive educational plans developed by students with BC counselors and advisors.

Bakersfield College is part of the State Chancellor’s Office Pilot Program on Portlets that includes an Educational Planning component.

Student Counseling and Advising Timeline

Bakersfield College understands that a student’s college academic pathway begins in high school. As stated before, BC’s population is primarily made up of first generation college students from low socio-economic backgrounds. New students who wish to participate in priority registration are directed to counseling workshops once they complete orientation and assessment/placement testing where they are assisted in understanding their placement results, and developing an abbreviated student educational plan for their first one or two semesters. New students who complete all these steps of matriculation, orientation, assessment/placement testing and abbreviated educational planning and advising are given priority registration their first semester. As mentioned earlier in this report, new students are encouraged to take math, English, and any remedial reading courses during their first semester. Students are also assisted with the registration process in the Counseling and Advising Center and the lobby of the Administration Building.

During their first semester, students are messaged to participate in career development activities, choose a major and career pathway activities as well as transfer-related workshops and encouraged to develop and complete their comprehensive student educational plan. BC’s Counseling and Advising Department partners with the faculty and staff participating in the Making It Happen (MIH) Mentor program, classroom interventionist faculty, the Habits of Mind faculty and staff group and the Student Government Association in a “Got an Ed Plan” campaign. In essence all faculty, staff and administrators at Bakersfield College understand the importance of students developing a comprehensive student educational plan to their eventual success and completion of their educational goals and encourage and mentor students to develop their plans with a counselor, advisor, attend a workshop or take a student development course.

Members of the Counseling and Advising Department share information at Information booths during the year and at Student Government Association (SGA) sponsored campus resource fairs and during peak times in the campus center. Students are informed about the general education pathways available at BC, given career development links and information, are directed to information sheets on the importance of and how to fill out an educational plan and reminded that a comprehensive educational plan is linked to a students’ priority registration status and their eventual success at completing their educational and career goals.

- Describe what services are offered online, in person, individually or in groups, etc. Indicate whether drop-in counseling is available or appointments are required. Describe the adequacy of student access to counseling and advising services, including the method and time needed for students to schedule a counseling appointment and the average wait time for drop-in counseling. Describe any use of academic or paraprofessional advising.

At Bakersfield College counseling, paraprofessional advising and educational planning services are offered online, in person, individually and in groups.

- The online services include orientation, probation workshops, and timely, ongoing counselor responses to student emails.
- Face-to-face group counseling services include abbreviated student education (ASEP) planning sessions, enhanced/program specific advising sessions, a series of student development courses, and numerous academic planning, student success, and career planning workshops, classroom visits, and comprehensive SEP workshops.
- Drop in appointments are available daily with both counselors and paraprofessional academic advisors.
- Students may schedule individual appointments with a counselor in-person, by telephone or online. Due to high demand, during certain peak times such as the first week of the semester and during priority and open registration periods, accessibility to in-person, individual counseling appointments are limited due to the high numbers of students. The Counseling and Advising Department has a policy of drop in appointments only during these peak periods to offset the “no show” appointment rate and to provide services to as many students as possible.

Counselors see students in either 30 minute or drop-in appointments. An analysis of student appointments from the SARS Grid data system shows that a significant percentage of students, especially during peak times as mentioned above, do not keep their counseling appointments. Counseling 30 minute appointments are replaced by first-come, first-served same day and drop in appointments to accommodate students during peak registration times. In a further analysis of SARS Grid data the average wait time to see a counselor during the first week of the Fall 2014 semester was 32 minutes compared to the average wait time of 42 minutes for the Spring 2014 semester. This decrease in wait time was most likely to adjunct counselors working during the summer as well as the fact that the college hired more counselors for this academic year.

The average wait time during priority registration for Fall 2014 (April-May, 2014) was on average 1 hour and 58 minutes. While we can bring this wait time down with increased staff, we also feel that with efforts to increase the number of students who have a semester by semester comprehensive educational plan as well as the training of faculty and staff mentors for new students will

provide additional contacts for student questions.

Paraprofessional academic advisors are available from 7:30-5:30 Monday through Thursday and Friday from 8:00 am until 12:00 pm on a drop in, first come, first served basis. Again, the lunch hour is often the most impacted time period. The wait time during peak registration may be as long as two hours.

- Describe the type of assistance provided to help students develop an abbreviated student education plan and the scope and content of the plan.

Abbreviated Student Educational Planning (ASEP) Group Workshops are offered at the following sites:

- i. All Feeder High School sites
- ii. Bakersfield College
- iii. Delano Center
- iv. Arvin
- v. Paramount Academy

Content of Abbreviated Student Educational Plan (ASEP)

The content of the Abbreviated Student Educational Plan (ASEP) includes beginning student placement levels and sequences for reading (if needed), English and mathematics courses. The plan contains space for students to plan out their first one or two semesters of courses in pre-collegiate courses (reading, English, Math) as well as student development, major preparation and general education courses, if appropriate. On the reverse side of the ASEP form is a list of next steps and a space for the student to write down their priority registration date and time. Next is a list of steps they need to take in order to be a successful student at BC. This is followed by a list of important resources along with contact information. Included are guidelines for recommended unit loads based upon the number of student work hours per week.

Content of ASEP Group Workshop

ASEP Workshops which are approximately 1.5 hours in length, are presented by teams of counselors and paraprofessional academic advisors. Materials covered include interpretation of assessment/placement scores, registration procedures, important reminders about financial aid, dropping for non-payment, first-day drop policy and important college dates and timelines. Finally students are individually assisted in creating their abbreviated student educational plans that consist of pre-collegiate courses in reading, English, math and student development courses. Depending upon a student's placement scores and educational goals, appropriate major and general education courses are suggested as well. By the end of the workshop, new students are prepared for and/or assisted in registering for the upcoming priority registration period.

High School Counselor Student Success Liaisons are present at the high school site workshops. When it is time for the high school seniors to register for their first semester courses, the high school counselor Student Success liaisons refer to the students' completed ASEP's and assist students with the registration process.

Content of Comprehensive Student Education Plan (CSEP)

The comprehensive student educational plan is the cornerstone of a student's successful completion of their educational goals as it details in depth the courses and activities a student must complete by term. As stated earlier, all BC faculty, staff and administrators understand the importance of the comprehensive SEP to student success. In Fall 2013, BC's College President devoted a portion of the opening day activities on the importance of the comprehensive SEP by presenting data on the success of those students who had an SEP with those that did not. Faculty and staff also engaged in an SEP exercise. Through the Making It Happen Mentor Project, faculty and staff are participating in educational planning professional development.

The comprehensive student educational plan (CSEP) form at BC is currently a two-sided document where the students can plan out semester-by-semester all the pre-collegiate, English, mathematics, general education and major preparation courses they will need to complete their educational and career goals. **Students are assisted with the development of the CSEP in the following:**

- **Student development courses**
- **Making It Happen Faculty and Staff Mentor appointments**
- **CSEP Workshops**

- **Athletic CSEP Workshops**
- **Communication Major Advising**
- **Individualized Counseling and Advising Appointments**
- **CTE/Allied Health Pathway Paraprofessional Academic Advising**

The Counseling and Advising Department scan and store all CSEP's completed in the Department.

Next Steps:

Once DegreeWorks certificate and degree templates are complete and installed in the DegreeWorks software, the educational planning portion of DegreeWorks will be piloted and then made available to faculty, staff and students. Professional development training and student workshops will be held.

- Describe the type of assistance provided to help students develop a comprehensive student education plan that identifies the student's education goal, course of study, and the courses, services, and programs to be used to achieve them.

Bakersfield College offers students assistance in the development of a comprehensive student education plan (CSEP) in a variety of ways:

- Individual Counseling appointments
- Student development courses (FTES)
- The Making It Happen Mentor (MIH) program pilot invited 500 first-generation Cal-SOAP students to participate in Summer Bridge programs where students were given campus tours, introduced to academic and support service resources and was assisted with completing their comprehensive student educational plan.
- Once the DegreeWorks (DW) templates are completed, the educational planning portion of DW will be opened to students, faculty and staff. Faculty and staff will be given training in how to access and use the planning component with students and students will be given assistance in computer lab workshops.

Next Steps

The college needs to address the needs of the online student population and the part-time evening only student population. Both groups have a lower success rate in course and certificate, degree and transfer completion compared to our FT student population. Online and evening services for assistance with the development of a comprehensive student educational plan will be developed and piloted in the 2014-2015 academic year.

2. Identify the staff providing counseling, advising and other education planning services, including the number of positions, job titles and a one-sentence statement of their roles. Indicate the number of full-time counselors and their negotiated student contact hours. Indicate the number of part-time counselors and the number of full-time equivalent counselors (total full time and part time counseling hours divided by 2080).

Bakersfield College includes the main campus, the Delano and Arvin Centers and currently has a headcount of over 18,000 students. BC has thirteen (13) FT faculty counselors and a variety of PT counselors in the roles listed below. Counseling faculty at BC have a 33 hour student contact requirement and work 175 days a year. Up to ten additional days can be added to the contract to help cover summer and semester breaks. Adjunct funding is also available to increase summer and semester break coverage.

General Counselors are responsible for creating curriculum, teaching student development courses and workshops and seeing students on a drop in and in 30 minute appointments. Full-time counseling faculty are also responsible for overseeing follow up service projects for probation and disqualification, career development, the SARS Alert system and online advising.

- 7.5 generalist counselors

STEM Counselor is responsible for assisting STEM majors with Comprehensive Ed Planning and provides major workshops and individual appointments.

- 1 PT STEM Counselor

DSPS counselors provide accommodations and services and counseling and advising to DSPS students, including CSEPs and individual appointments.

- 1.5 DSPS Counselors
- Adjunct Department of Rehabilitation counselor (1 day a week).

EOPS (includes CARE, CalWORKS) counselors help EOPS students develop CSEPs, give workshops and monitor student progress in individual appointments.

- 2 counselors (1 on leave)
- 4 PT counselors

.Delano Center and Rural Areas provide counseling and advising in workshops, individual appointments and assistance with educational planning.

- 1.5 Delano Center
- .5 Arvin High School

Transfer Center Director and counselor who assists with transfer workshops and transfer admission guarantees and acts as a liaison with 4-year college representatives

Other staff include:

- IT Support: BC campus-
- IT Support, Delano Center-
- DegreeWorks IT District Support-
- Assistant Admissions and Records Director assists with DegreeWorks

Number of full-time equivalent counselors (total full-time and part-time counseling hours divided by 2080)= 4.82

Bakersfield College realizes that there is a need for more counseling staff to meet student need and through SSSP budgets more counselors will be hired in the 2014-2015 academic year as follows:

<u>Job Title</u>	<u>Department</u>	<u>Campus Funded</u>	<u>SSSP Funded</u>	<u>Description</u>
Generalist Counselor (FT)	Counseling and Advising	X		Counseling & advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.
Generalist Counselor (FT)	Counseling and Advising	X		Counseling & advising students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.
Counselor-Online	Counseling and Advising	X		Counseling & advising online students, creating ASEPs and CSEPs, class presentations, workshops, teaching, developing curriculum.
MIH Mentor Stipends	Instruction/Student Affairs		X	Stipends for faculty and staff MIH mentors
Data Coach Stipends	Instruction		X	
Coordinator of Student Success Class (faculty)	Student Affairs		X	Develop curriculum for, train and teach noncredit student success course

Summer Bridge faculty Coordinator	Instruction/Academic Development		X	Coordinate summer bridge programs
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Academic and Paraprofessional Advising

Paraprofessional academic advisors at BC work 40 hours a week, 12 months per year. Paraprofessional academic advisors see students on a drop in basis and assist students with prerequisite issues, understanding their placement scores, multiple measures, creation of abbreviated student educational plans and appropriate course selections for their major. All paraprofessional academic advisors assist with the high school ASEP workshops and can assist with large on campus orientations and registration events.

- Two FT paraprofessional academic work in the Counseling and Advising Center.
- One PT paraprofessional academic advisor in the Counseling and Advising Center.
- One FT paraprofessional academic advisor who works with the student athlete population.
- One FT paraprofessional academic advisor assists Allied Health majors.
- Three FT paraprofessional academic advisors assist Career and Technical Education (CTE) majors.
- One FT paraprofessional academic advisors work in the Financial Aid Department assisting students with financial aid appeals and educational planning.
- One FT paraprofessional academic advisor assists with Outreach and orientation.
- One FT paraprofessional academic advisor assists student veterans in the Veteran’s Center.
- One FT financial aid paraprofessional academic advisor at the Delano Center.
- One FT EOPS paraprofessional academic advisor.

- Identify any technology tools used for education planning. For third-party tools, be specific about the product and how it is used. Identify any technology tools used for support of counseling, advising and other education planning services, such as scheduling or degree audit. For third-party tools, be specific about the product and how it is used.

Identify technology tools used for education planning (third-party tools)

- a. DegreeWorks: degree audit and educational planning tools.

Ellucian DegreeWorks is a software tool that assists students, faculty and staff with degree audits and educational planning with the goal to help students graduate on time. BC currently uses the degree audit portion of Degree Works. Students, counselors, educational advisors and faculty mentors can easily process a “what if” analysis to check student progress towards their stated educational goals. Degree Works interfaces with our student management system, Banner.

During the Spring 2014 semester, counselors and advisors in collaboration with the Curriculum Committee and faculty department chairs and leads took on the task of creating semester by semester templates for all degrees and certificates offered at Bakersfield College. A team of dedicated advisors and counselors inputted these templates into Degree Works assisted by KCCD District IT staff. During the fall 2014 semester, the educational planning component of Degree Works will be piloted. It is hoped that this tool will be effective in assisting students, faculty, counselors and advisors with the creation of a comprehensive educational plan that can be stored electronically and revised as needed.

- b. ASSIST
- c. SARS Grid
- d. SARS Early Alert
- e. Hershey Online Transcript storage system
- f. CSU Mentor

- g. UC Transfer Counselor website
 - i. UC Transfer Admission Planning Guide (TAP)
 - ii. UC Transfer Admission Guarantees (TAG's)
- h. Inside BC Counseling and Advising and Transfer Portal
- i. Transfer Counselor Website (TCW)
- j. Career Café
- k. College Source
- l. ECOS
- m. O*Net
- n. Occupational Outlook Handbook
- o. Salary Surfer: State Chancellor's Office
- p. What to Do With a Major In websites

- Include in the Budget Plan all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for counseling, advising, and other education planning services.

SEE ATTACHED BUDGET SPREADSHEET

iv. FOLLOW-UP FOR AT-RISK STUDENTS

1. Describe the target student audience according to title 5 section 55525, including an estimate of the annual number of students to be provided at- risk follow-up services, and the college's process to identify them. Describe the strategies for addressing the needs of these students, including:
 - a. Types of services are available to these students; how they are notified and when.
 - b. Strategies for providing counseling, advising, or other education planning services to assist them in selecting an education goal and course of study.
 - c. How the services identified in "a" and "b" above are provided (online, in groups, etc.).
 - d. How teaching faculty are involved or encouraged to monitor student progress and develop or participate in early alert systems.

Target Student Audience

Follow-up for At-Risk Students involves collaborations and activities across the campus. Some areas have outstanding success records in facilitating student success and completion. These best practices were examined for institution-wide scaling of efforts. Focus group meetings involving counseling, CTE, financial aid, STEM, athletics and basic skills faculty and staff at Bakersfield College reviewed success data and identified four categories of At-Risk Students in order to focus planning, interventions and direct resources:

- Students who place into basic skills courses
- Students without an educational goal or course of study
- Students on academic or progress probation

- Students who have been disqualified from attending BC and must petition to re-attend

This SSSP Plan is working with the Equity Committee and the Equal Opportunity and Diversity Advisory Committee (EODAC) in making sure all BC students have access to the college whether they be Basic Skills or ESL students and have an equal opportunity of gaining a certificate, degree or transfer. An analysis of data from BC show that other than the student groups mentioned above African-American students, Hispanic students, Veterans and part-time evening and online students have significantly lower matriculation completion rates as well as lower success rates in class and certificate, degree, and transfer completion.

Eight-four percent (84%) of new students in the last Scorecard cohort at BC placed into one or more levels of remediation.

The KCCD application eliminated “undeclared” as a choice for a major, however, Bakersfield College realizes that the choice of a major should be an informed choice, rather than a lack of options on a form. As a result, when student declare something to move forward with the form, it is difficult to find students that truly are “undecided” and guide them to an educated decision. This impacts a large group of unidentified At-Risk Students that require interventions. BC is trying to resolve this issue in order to deliver appropriate services. BC has also identified and worked on clarifying pathways for majors through the creation of certificate, degree and transfer pathways on the DegreeWorks educational planning module. Providing clear pathways and specific course requirements in a semester-by-semester format is essential. In addition, training on DegreeWorks for counselors, paraprofessional academic advisors, MIH mentors and other interested faculty and staff is part of the MIH project.

At the end of Spring 2014, BC has;

- 1,455 students on academic probation 1,
- 990 on academic probation 2,
- 51 students on progress probation 1, and
- 11 on progress probation 2.

The number of students disqualified from BC following Spring 2014 is:

- 506 students.
- Those that are making good progress to work their way off of any probationary status is 540 students.

Follow-Up Services for At-Risk Basic Skills Students

**Pre-Enrollment
Summer Bridge**

Basic Skills students are identified at Bakersfield College through their assessment/placement results. Faculty leads in the Academic Development Department invite all new students who place into Basic Skills courses to participate in a Summer Bridge experience. This (credit/no credit) course includes time management, study skills, college success information and the development of a comprehensive student educational plan. The experience ends with a lunch and graduation ceremony where students and their families celebrate that they will be attending college at BC.

New students who participate in either face-to-face or online orientation and the Counseling ASEP workshops are:

- Directed to take a student development course in their first semester of enrollment in order to complete their Comprehensive Student Educational Plan (CSEP).
- Encouraged to participate in an Academic Development Summer Bridge Program.
- Directed to begin their math and English or reading remediation their first semester.
- Encouraged to enroll in Student Success Basic Skills courses in notetaking, time management, textbook reading, test taking strategies, memory enhancement and vocabulary building.
- Participate in Student Success Habits of Mind “It’s POSSIBLE” activities.

- Encouraged to participate in peer tutoring and supplemental instruction group sessions.
- Visit and participate in the Student Success Lab, Writing Center, Math Lab, and library research workshops for assistance with courses and skill building.
- Urged to attend Critical Academic Skills Workshops (CAS) as needed.
- Encouraged to join student clubs and take part in co-curricular activities.
- Directed to participate in a Summer Program.
- CalSOAP described below under the MIH Project.
- Making it Happen (MIH) Mentor Program-described in detail below

Post-Enrollment

To meet the needs of students testing into Basic Skills courses, the faculty and staff in Counseling and Advising, Academic Development (Basic Skills), English and Mathematics, Habits of Mind, and MIH mentors work together to provide early support services and interventions.

Services and Interventions

The **Student Success Lab** serves approximately 2000 students per year in remedial reading, writing, test preparation, and word processing for credit and no credit courses. The SS Lab is a seventy-two station computer lab that offers self-paced courses in remedial mathematics, reading and writing designed as either stand alone or in conjunction with developmental reading and writing courses to build students basic skills in these subjects and get them to college-level courses more quickly. The SS Lab also offers free computer assisted tutoring sessions in reading, writing and mathematics using the newly upgraded PLATO software. ACDV B 201 a, b, c and 281 a, b, c are self-paced, computer assisted reading, writing and math courses in which students can increase reading and critical thinking skills, improve grammar skills and enhance math skills.

During the course of the semester, students are advised by faculty to seek help in the lab when they are struggling in their courses. Students can be referred to the lab in a variety of ways including SARS Alert, other staff referral forms, class tours and SS Lab orientations. The lab is run on an informal basis where students can drop in and get immediate assistance. The SS hours of operation are Monday and Thursday 8:30am-6:00 pm, Tuesday & Wednesday 8:30 am-7:00 pm, and Friday 8:30 am-12:00 pm.

Academic Development faculty and other faculty groups offer no credit, short term workshops in **Critical Academic Skills (CAS)** in order to help Basic Skills and all students remediate during the academic terms. Topics include review of basic math facts, fractions, grammar, punctuation and study skills.

Supplemental Instruction Program (SI)

Bakersfield College provides trained student peer tutors in targeted academic development, science, math, English and English as a Second Language courses. The goals of the SI program are to reduce attrition in historically challenging courses and improve the academic performance of enrolled students. What differentiates SI from traditional tutoring is the fact that SI student leaders are assigned to a specific professor's class, attend each lecture, and then incorporate the information presented in class with a focus in study skills during the group tutoring sessions. SI leaders are students who have already passed the course in which they are tutoring with an A or a B and carry the recommendation of their respective instructors. The sessions are an hour-long and are held twice a week per course. Initial data from this program shows a gradual increase in overall student GPA with regular SI session attendance, which matches national data on the benefits of SI.

Making It Happen (MIH) Mentor Pilot/Class Intervention

Bakersfield College is piloting two early student success programs in the fall 2014 semester: Making It Happen Faculty and Staff mentors and the Classroom Intervention Pilot.

In Fall 2014, BC will work with a cohort of 400+ CalSOAP students where many/most students were placed into pre-collegiate math and/or English. The students will be designated and identified as a cohort called Making it Happen (MIH).

They will be messaged about registration through phone calls made after analysis of their registration details. The students will be invited to campus in June of 2014 and asked to participate in the cohort and will be assigned a faculty or staff mentor. Each mentor will be paid a stipend for their work on this project. Student participation involves signing a contract that commits them to participate in a set of strategies and interventions from placement to follow up services with the goal that the students will successfully complete their college level math and college level English by Spring 2015. Successful completion is defined as exhibiting the necessary learning outcomes in the coursework represented by a passing grade in the course, as well as institutional outcomes (think, communicate, demonstrate and engage, BC's Institutional Learning Outcomes) by the end of three terms (Summer 2014, Fall 2014, Spring 2015).

Late Spring 2014, approximately 25 Bakersfield faculty, staff, and administrators from student supportive services, English, Mathematics, Science and Academic Development convened for two full days of workshops to tackle the issues of what Bakersfield College faculty can do working in concert to help the Making It Happen cohort of 400+ students successfully enter BC, identify their educational goals, and work as efficiently as possible to meet those goals.

These interventions include:

- First semester enrollment in English and Math courses
- The Counseling and Advising Department counselors and advisors will assist students to enroll in the appropriate Math and English courses during their first semester by the completion of an Abbreviated Education Plan (ASEP) based upon their placement scores and multiple measures.
- Early Completion of Comprehensive SEPs
- Completion of student progress Reports at regular intervals during the academic semester.
- Early Alert and referral to academic and student services support and resources.

Early Classroom Interventions

- a. Faculty participating in this initiative will commit to participate in an early alert system related to academic performance of the students on the intervention assignment by:
 - i. entering diagnostic and descriptive information related to the student's performance in SARS Alert and on the SARS grid platform, and
 - ii. writing an *Action Plan* for each student that gives them specific instructions to follow (e.g. spend two hours with a tutor going over the test just returned by the faculty member and three hours on new content from class lectures and the textbook to prepare for the next test).
- b. Students participating in the initiative will commit to follow the *Action Plan* designed for them by their professors within the time frame established by the professors.
- c. College resources in Counseling and Advising and academic support services such as the Math Lab, Student Success Lab, Writing Center, and Tutoring Center will be mobilized to meet the needs of students who have these services listed on their Action Plan.

Regular Classroom Interventions

- Faculty participating in the initiative commit to using classroom interventions every other week (week 2, week 4, week 6, week 8, week 10) during the 16-week Fall 2014 semester in order to support the student's success in their courses. These interventions are taken from BC's It's POSSIBLE to be successful website and students download the It's POSSIBLE app to their smartphones.

AAMP (African-American Male Mentoring Program)

An analysis of student equity data at BC, show that both African-American males and females are disproportionately

impacted in both the completion of mandated matriculation components and course and certificate, degree, and transfer completion.

Next Steps

This program will be expanded during the 2014-2015 academic year to incorporate African-American females.

The African American Student Success Through Excellence and Perseverance (ASTEP)

The African American Student Success Through Excellence and Perseverance program is part of the Making It Happen Initiative on the Bakersfield College campus. The goals are to increase the success and retention of African-American students through connecting ASTEP students to community leaders who serve as mentors. Mentors work individually and in small groups with students to access community resources that can assist them in reaching their academic and career goals.

Follow-Up Services for At-Risk Students Who Do Not Have an Educational Goal or Course of Study

The Bakersfield College admission form requires that all students must declare a major course of study upon admission. However, the college realizes that new students often change their major and career direction several times during their college career. For that reason, Orientation sessions and the Counseling ASEP Workshops inform students about the importance of and the resources available to them to assist with choosing an educational and career goal. **These activities and resources include:**

- **Courses on Career Development.**
- **Major Workshops and Comprehensive SEP Workshops.**
- **Week Zero activities for Science, Technology, Engineering and Math majors (STEM) including career presentations by community guest lecturers.**
- **Workshops on career development using such online tools as the California Career Café developed by the State Chancellor's Career Advisory Board, O'Net, the Occupational Outlook Handbook and a variety of online career assessments.**
- **BC's Career Center located in the Counseling and Advising Department, is a place where students can take career assessments that will help them identify interests, strengths, and values, explore career pathways, and majors, develop job search skills, research college training programs, and are assisted with making an informed career and major choice. BC also has an online Career Center with links to many helpful online career links.**
- **Students can make appointments or drop in to see a counselor for career assessment interpretation and career counseling.**
- **Discipline faculty office hour appointments.**

Next Steps

The Counseling and Advising Department realizes that students need a structured experience for exploring career interests and educational pathways. One counselor was recently trained in the Strong Interest Inventory-College Edition and is developing workshops incorporating this assessment and its interpretation. This career workshop will be tied to the development of a comprehensive educational plan.

The Counseling and Advising Department is developing a Career Portal on the inside BC channel.

The Counseling and Advising Department is exploring options for the expansion of the Career Computer Lab.

Follow-Up Services for Students on Academic and/or Progress Probation

Instructional faculty/Student Affairs Faculty Collaborations

Bakersfield College faculty and staff understand the importance of early intervention during a student's first semester in order to prevent a student from going on academic or progress probation where they will face losing priority registration and financial aid. BC faculty use the **SARS Alert System** to notify students that they:

- Have low test or quiz grades, or
- Poor attendance, or
- Lack of in- class participation, and/or
- Do not turn in homework, as examples.

Bakersfield College faculty and staff understand the importance of early intervention during a student's first semester in order to prevent a student from going on academic or progress probation where they will face losing priority registration and financial aid. BC faculty use the SARS Alert System, among other reasons, to notify students that:

- Have low test or quiz grades, or
- Poor attendance, or
- Have behavior and/or personal problems, or
- Lack of in- class participation, and/or
- Have not turned in homework, as examples.

SARS Alert is a web-based software system that helps promote student success and retention through enabling faculty and staff to identify students who are having difficulties in and out of the classroom and connect them with campus services that can provide appropriate interventions. Students have been made aware that BC uses a Student Success Intervention Initiative to alert them whenever they are identified by faculty and staff as having one or more of the following concerns:

- Academic – Poor performance as well as attendance, tutoring, etc.
- Behavioral – Poor study skills, time management, etc.
- Counseling – Registration, SEP, major/career, etc.
- Enrollment – Enrolled but stopped attending
- Health – Sudden or severe illness
- Personal – Financial concerns, outside work conflicts, etc.

By definition, an intervention is the action or process of intervening, therefore through this initiative we are preparing students with an avenue to overcome challenges and concerns they may face that prevent them from completing their coursework successfully. We are providing students with the opportunity to address concerns and make changes early in the semester.

Faculty and staff are provided Flex training during opening day, Flex week and throughout the semester in the SARS Alert process. This easy-to-use system has been implemented by the Counseling and Advising Department and it interfaces with the SARS Grid Student System as well as Banner, the college's management software. With this system faculty are able to pull down the list of students registered in their courses and send them timely emails about their progress. Student support staff such as educational advisors, counselors, EOPS, DSPS, etc. are able to alert students as well thus developing a referral process for early interventions outside the classroom as well. At the same time of the alert, the system will automatically forward the students, needing specific help, to a particular service area for appropriate interventions. For example, students with low test or quiz grades would be referred to tutoring. The system will automatically send the student information about tutoring as well as send a notification to the Counseling and Tutoring Centers for intervention actions.

MIH Progress Reports

Faculty from across the curriculum developed a Progress Report card to be used by mentors with the pilot group of freshmen mentees in the MIH Program. Student mentees will be required to get progress reports 4 times during the 16-

week semester in performance, completion of assignments, and attendance and are directed towards actions and support services listed on the back of the form.

In addition to instructional faculty/student services faculty collaborations, students who are part of the Cal-SOAP, DSPS or EOPS Programs are provided specialized assistance.

How and When Students Are Notified They Are on Probation

Students on academic or progress probation 1 and 2 are identified once their grades are posted. Students on academic and/or progress probation 1 and 2 are sent a notification email about their status generated by the Admissions and Records department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to the online Academic Success Workshop and the resources available to them to help them succeed. The Academic Success Online Workshop details the following:

- The KCCD policy and college policy on probationary status,
- Common reasons for a student to be on probation,
- The consequences of probation, including the disqualification process, and
- The resources including individualized advising, counseling and a listing of specific academic support services and where on campus they are located or if they can be accessed online.

Students on academic or progress probation are blocked from registering for the next semester until they successfully complete the online workshop and earn at least a 70% on the quiz. Students are also limited in units they can register for in upcoming semesters.

Next Steps

The Counseling and Advising Department realizes how important it is to intervene early when students find themselves on academic or progress probation. For that reason, the department is developing mandatory face-to-face intrusive workshops for first and second semester probation students. The workshop curriculum includes short lecture topics and individual and group activities on student motivation, learning styles, time management, procrastination, managing resources effectively, managing stress, setting personal and academic goals, and other topics.

The Counseling and Advising Department is investigating case management for probationary students and mandating that probation students turn in grade progress reports, attend tutoring and/or other academic support services, and meet with counselors twice a semester.

Additionally, the current online Student Success Probation Workshop is being revised using the Moodle classroom management system in order to provide a more interactive and effective workshop.:

The addition of an dedicated counselor to develop the curriculum for and manage an online advising program for the college's online students including the development of a student abbreviated and comprehensive education plan and career and other counseling and advising services will greatly benefit this population of students. Future college plans include the development of a district-wide online academic support services.

Students Who Have been Disqualified From Attending Bakersfield College

Students are disqualified from attending Bakersfield College for a minimum of one semester when they have been on academic and/or progress probation for three semesters. Students on disqualified status are identified once their grades are posted. Students on disqualified status are sent a notification email about their status generated by the Admissions and Records department. This notification letter, electronically sent to their district email account includes important information from the Counseling and Advising Department describing their status and directing them to make an appointment with a counselor.

At this appointment, students are assisted in developing a comprehensive education plan and a reinstatement appeal that contains their plan for future college success. It is hoped that by assisting students earlier in the probation cycle, fewer students will go on disqualified status.

How teaching faculty are involved or encouraged to monitor student progress & development:

- Those activities, projects and collaborations include:

- SARS Alert Program
- SARS Alert Staff Development Workshops
- ASTEP
- AAMMP
- Making It Happen Faculty and Staff Mentor Program and professional development
- Faculty Classroom Intervention Project and professional development
- Habits of Mind Project and professional development
- Degree Works template creation and professional development
- Basic Skills faculty and Success Lab coordination
- Student Success lab prescriptions
- Math Lab faculty and staff tutors
- STEM Counselor and MESA Program
- Supplemental Instruction (SI)

2. Identify the staff providing follow-up services (including the numbers of positions, job titles and a one-sentence statement of their roles).

<u>Job Title</u>	<u>Department</u>	<u>Campus Funded</u>	<u>SSSP Funded</u>	<u>Description</u>
Associate Dean of Student Success (FT)	Student Affairs	X		Coordination of services to implement SB 1456
Student Success & Support Program Coordinator (FT) (Lower Level Mgr)	Student Affairs		X	Coordinate Student Success activities under the direction of the Associate Dean of Student Success
Counselor-Students At-Risk	Counseling and Advising	X		Development, coordination of a counseling at-risk program for students on probation 1 & 2 and DQ students, including case management and workshops
Technology & Communication Specialist (FT)	Student Affairs		X	Coordinate communication for Student Success under the direction of the Dean of Student Success
At-Risk Counselor-FT	Counseling and Advising		X	Faculty Coordinator of At-Risk programs & services to students
Summer Bridge faculty Coordinator	Instruction/Academic Development	?	?	?
Student Success Lab Coordinator	Instruction/Academic Development	?	?	?
ASTEP Faculty Coordinators (2)	Instruction	Equity		
AAMP Faculty Coordinator (1)	Athletics	Equity		

Equity-Latino Leadership	Instruction	Equity		
MIH Mentor Coordinator	Instruction			Coordination of the MIH Program

3. Identify any technology tools used for follow-up services. For third-party tools, be specific about the product and how it is used.

The Counseling and Advising Department is in the process of revising the online Student Success Probation Workshops using the Moodle Classroom Management System.

In addition, the college uses these specific technologies for at-risk students:

1. SARS Alert-faculty use alert system to communicate with students and support services about student progress and behavior
2. Habits of Mind *It's POSSIBLE* website and smart phone app-desired characteristics and activities that lead to student success
3. Student Success Lab- Site license for the latest version of Edentum Higher Ed that includes Edentum Assessments using the Plato Courseware. This allows feeder high school staff once prospective students have submitted an application, to test and diagnose a student's level of placement. Specific practice modules in reading, writing skills, mathematical skills are provided for the student to use at school or home.
4. Writing Center-to assist student across campus with all types of writing projects at any stage of the writing process.
5. Math Lab-classes offered using a combination of the Internet-based program ALEKS and one-on-one with an instructor.
6. Ellucian DegreeWorks – described in the counseling section
7. California Career Café- a comprehensive career development site designed to assist the California community college student with the information, tools, and assessments to make an informed career and major decisions.
8. www.assist.org for services for students who have not identified major goal or course of study
9. Additional career assessments, websites and resources used in counseling sessions and workshops:
 - i) CSUMentor, UC Transfer Admission Planner and the Transfer Counselor Website (TCW), O*Net

4. Include in the Budget Plan, all staff costs (salaries and benefits) for each position and the direct cost to purchase, develop or maintain technology tools specifically for follow-up services.

SEE ATTACHED BUDGET SPREADSHEET

IIb. Related Direct Program Services (District Match Funds only)

i. Instructional Research

1. Describe the types of Institutional Research will be provided that directly relate to the provision or evaluation of SSSP Services.

The Kern Community College District has a centralized Institutional Research and Reporting office that provides a variety of data reporting and research services to the three colleges of the district. In terms of the areas described in this report, the Research Office provides a number of services, including but not limited to:

- Reporting on the number and percentage of students receiving SSSP services, including assessment, orientation, counseling, and the completion of education plans. These data are often disaggregated by program and demographics.
- Cohort tracking on these same factors that examine how each impacts a variety of student success measures, including but not limited to transfer and degree completion.
- Statistical data regarding the establishment of assessment test cut scores and the measurement of disproportionate impact of assessment tests.
- Research for student equity, including disproportionate impact by a number of demographic measures on several success metrics.
- Program review data for student affairs areas that addresses specifically the percentage of first-time students

receiving services.

- Program review data for instructional areas that provides the percentage of students who have met key metrics such as the completion of a student education plan by subject.

A variety of ad hoc student success and cohort studies addressing the impact of SSSP-related services and evaluating them for their impact on student success.

ii. Technology

1. Describe the types of services provided through the use of technology that directly relate to the delivery of services, such as online orientation, advising and student educational planning.

Online Orientation:

Moodle Classroom Management System: Moodle is a free, customizable online Learning Management system enabling faculty and staff to create websites, workshop and course platform that can be accessed by students.

Advising and Student Educational Planning:

Ellucian Degree Works is an easy-to-use comprehensive academic advising, transfer articulation and degree-audit system that helps students as well as counselors and paraprofessional academic advisors assist students with what courses and requirements they need to complete their certificates, degrees and transfer requirements. Degree Works integrates with BC's Banner student information system which students and staff access through BC's Inside BC portal system. Degree audits, what if certificate and degree scenarios, student plan creation, access to certificate and degree templates, and transfer equivalencies are available to students, faculty and staff. The educational planning portion of Degree Works allows students to access ready-made certificate, associate and transfer degree templates and stores their educational plan for review by counselors, paraprofessional academic advisors and faculty and staff mentors. Degree Works is updated as changes are made in certificate and degree programs.

SARS Grid:

SARS-GRID is an appointment scheduling software that BC uses for our student affairs offices. Besides the ability to track student appointments, the system also has a walk-in component to register and track unscheduled visits. Users include paraprofessional academic advisors, counselors, schedulers, student workers, and administrators.

SARS Trak:

SARS-TRAK is a student self-serve check-in/check-out system for measuring students' use of college services, such as advising, counseling, the student success lab, tutoring, visits to the career center, and other services. A computer at each site prompts students to record their arrivals, reasons for their visits, and departures. Students can enter their BC ID number using a keyboard.

Because it is integrated with SARS-GRID, students may use the system to self-register for walk-in visits and check in for appointments, at which time the advisor will be notified of the student's arrival and the student's attendance will be recorded, as well as to book same day and future appointments.

SARS Alert:

SARS-ALERT is an Early Alert Referral System that helps promote student success and retention. This web-based software enables faculty and staff to identify students who are having difficulties, connect them with campus services that can provide appropriate interventions, and receive feedback on actions taken.

Plato Student Success software:

The Plato SS Lab is a seventy-two station computer lab that offers self-paced courses in remedial mathematics, reading and writing designed as either stand alone or in conjunction with developmental reading and writing courses to build students basic skills in these subjects and get them to college-level courses more quickly. The SS Lab also offers free computer assisted tutoring sessions in reading, writing and mathematics using the newly upgraded PLATO software.

ACCUCESS by Edmentum:

ACCUCESS by Edmentum is an adaptive, diagnostic assessment solution that quickly, accurately and efficiently places students at grade level in reading, writing, and math. Because it is web-based, once BC students file an admissions application, they can log in to the system to practice before they take their assessment/placement tests. High school student success liaisons, high school counselors and career technicians assist students at their high school site to practice. New students are evaluated and automatically prescribed rigorous content to personalize learning.

Academic and remedial areas are targeted for students so that they are aware of what areas they need to practice.

Transitional Services Allowed for District Match

1. Recognizing the challenges some districts face in restoring services after the 2009-10 budget cuts, districts may also count expenditures for costs that were allowable as of 2008-09, even though they are no longer allowable under SB 1456 and current SSSP regulations. These include Admissions and Records, Transfer and Articulation Services, Career Services and other Institutional Research. Describe what types of services are provided during this transition period that are being used for district match.

Transitional services that are being provided and used for college match include:

- Admissions and Records Staff
- Articulation Officer
- Transfer Center Director
- Career Services personnel

SECTION III. POLICIES & PROFESSIONAL DEVELOPMENT

1. Exemption Policy

Provide a description of the college or district’s adopted criteria for exempting students from participation in the required services listed in title 5 section 55520 consistent with the requirements of section 55532.

Matriculation Component Exemption Criteria *Consistent with the provisions of AB 3, Sections 78212-78214, and Title 5, Section 55532, the following Exemption Procedures for Assessment, Orientation, and Counseling/Advising are in effect for the Colleges of the Kern Community College District.*

Procedure 4A3(a)

Except as noted below, all students shall be required to complete the four (4)

matriculation components: assessment, orientation, counseling/advising, and a Student Educational Plan (SEP). The Vice President, Student Services, or designee may, upon appeal, exempt students from the above-noted components, for circumstances not covered by this procedure.

Counseling / Exemption Criteria	Assessment	Orientation	Counseling / Advising	SEP
1--Students who have completed an associate degree or higher.	X	X	X	X
2--Satisfactory completion of course work equivalent to college-level English and college-level math, or completion of State Approved Assessment.	X			

2. Appeal Policies

Describe the college’s student appeal policies and procedures.

Students have the right to appeal their loss of priority registration status either because they have reached the 100 unit limit, are on academic probation for the second semester or have completed a college degree. Students must file the written appeal form and provide supporting documentation as well as a copy of their academic transcript to the Associate Dean of Student Success and Support Programs. The Associate Dean will confer with the Department Chair of Counseling to determine the outcome and the student will be notified in writing.

KCCD Board Policy is currently being revised to match the requirements of the SSSP and statewide priority registration requirements.

3. Prerequisite Procedures

Provide a description of the college's procedures for establishing and periodically reviewing prerequisites in accordance with title 5 section 55003 and procedures for considering student challenges.

KCCD Board policy states the following:

Prerequisites, Corequisites, and Advisories on Recommended Preparation

The Kern Community College District adopts the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice. The Board recognizes that, if these prerequisites, corequisites, advisories, and limitations are established unnecessarily or inappropriately, they constitute unjustifiable obstacles to student access and success and, therefore, the Board adopts this policy which calls for caution and careful scrutiny in establishing them.

Nonetheless, the Board also recognizes that it is as important to have prerequisites in place where they are a vital factor in maintaining academic standards as it is to avoid establishing prerequisites where they are not needed. For these reasons, the Board has sought to establish a policy that fosters the appropriate balance between these two (2) concerns. 4A4A Each College shall provide the following explanation both in the College catalog and in the schedule of classes.

- Definitions of prerequisites, corequisites, and limitations on enrollment including the differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Title 5 regulations.

- Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student is encouraged to make such a challenge.

- Definitions of advisories on recommended preparation, the right of a student to choose to take a course without meeting the advisory, and circumstances under which a student is encouraged to exercise that right.

4A4B Each College shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into the class according to a challenge process pursuant to provisions of the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C The curriculum review process at each College shall at a minimum be in accordance with all of the following:

4A4C1 Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College administration and the academic senate.

4A4C2 Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C3 Verify and provide documentation that prerequisites or corequisites

The curriculum review process at each College shall at a minimum be in accordance with all of the following:

4A4C1 Establish a curriculum committee and its membership in a manner that is mutually agreeable to the College administration and the academic senate.

4A4C2 Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to the Model District Policy. See Appendix 4A4 of this Manual for the Model District Policy.

4A4C3 Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in one of this Manual for the Model District Policy.

BC's Prerequisite/ Corequisite Challenge Policy:

Prerequisite/ Corequisite Challenge

A prerequisite/ corequisite challenge requires written documentation, explanation of alternative coursework,

background or abilities which adequately prepare the student for the course. A Prerequisite/ Corequisite Challenge Form can be obtained from Counseling and Advising or Admissions and records for all courses that have a prerequisite.

Reasons for seeking a Prerequisite/ Corequisite Challenge Form may include one of the following: Grounds for challenge are:

1. A prerequisite/ corequisite is not reasonably available;
2. The student believes the prerequisite/ corequisite was established in violation of Title 5 regulation or in violation of the District-approved processes;
3. The student believes that the prerequisite/ corequisite is discriminatory or being applied in a discriminatory manner; or
4. The student can demonstrate the knowledge, skill or ability needed to succeed in the course without meeting the prerequisite/ corequisite.

Challenge Procedure

Students must obtain a Prerequisite/ Corequisite Challenge Form online, from the Counseling and Advising Center or from the Admissions and Records office. The form and required documentation must be filed within 10 days of the course schedule being opened in the Counseling and Advising Office. The college will respond to students filing of the Prerequisite/ Corequisite Challenge Form in a timely fashion. If the challenge is upheld the student will be cleared to register for the class. If it is not upheld, the student will need to meet the prerequisite before enrolling in the class. Students who challenge a prerequisite or corequisite after the start of the semester should speak with a counselor.

Contact the Counseling and Advising Center for additional information.

4. Professional Development

Describe plans for faculty and staff professional development related to implementation of the Student Success and Support Program.

Bakersfield College has a Professional Development Committee co-chaired by a faculty member and an administrator as well as a Student Success Stewardship Team with broad campus involvement from faculty, staff, students and administrators. The SSSP has been vetted with College Council, Academic Senate, the faculty Chairs and Directors Group and Student Government Association leaders. Faculty, staff and students provided valuable feedback. Professional Development workshops, training and communication with the campus community are offered year-round and include topics related to the SSSP implementation on BC's campus such as:

- SARS Alert
- DegreeWorks Training
- Student Educational Planning Training for Faculty and Staff
- Faculty mentor *Making It Happen* Boot camps
- Classroom Intervention Boot camps
- Student Success Stewardship Conferences
- Customer Service Training
- Assessment/Placement Center staff and Counseling and Advising staff training on ACCUPLACER and new Multiple Measures (MM) criteria
- SARS Reason Codes and MIS Data training for counselors and advisors and support staff
- Student Affairs newsletter

The Counseling and Advising Department worked with faculty chairs on the development of certificate and degree templates for semester by semester plans and course sequencing that will be inputted into Degree Works. These templates will assist students and staff with the creation of comprehensive educational plans.

5. Coordination with Student Equity Plan and Other Planning Efforts

Describe how the SSSP Plan and services are coordinated with the college's development of its student equity plan and other district/campus plans and efforts, including Accreditation Self-Study, educational master plans, strategic plans, the Basic Skills Initiative, and departmental program review.

Relevance to College Strategic Plan and Student Success and Equity Agendas:

The services outlined in BC's SSS Plan ensure equal access for all students. All students, regardless of ethnicity, socioeconomic status or gender will be given the assistance they need to complete Basic Skills and ESL courses as well as certificate and degree completion and transfer. BC's Student Success Stewardship Committee will monitor student success by an analysis of data to see if the benchmarks the college has set for our populations that fall into one of the disproportionately aggregated groups. These will not only be a part of BC's EMP but will be included on BC's scorecard.

The SSSP embodies BC's strategic goal of *Student Success*, stated as follows: Bakersfield College will become an exemplary model of student success by developing and implementing best practices. Additionally, the SSSP will manifest BC's strategic initiative of *Student Progression and Completion* – A commitment to reduce the time for students to complete educational goals. Finally, the SSSP is related to BC's Core Values of *Learning, Integrity and Diversity*.

BC's Student Success Vision Statement - Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals.

Bakersfield College's Approach to Student Success

1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed
2. Committing to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating, and analyzing data on student success, progression, and completion across all student groups, especially among at-risk student populations.
3. Identifying, addressing, and resolving barriers to student success, progression, and completion, including institutional policies and protocols that inadvertently encumber students' academic progression along their journey toward completion
Developing an institutional culture in which data is frequently collected, reviewed, and assessed to inform and refine Bakersfield College's student success priorities and resources.

The SSSP services fall into 2c of the new Accreditation Self-Study Standards and the SSSP will be a primary document for that section. The 2012-13 Accreditation Self-Study lists as an Actional Improvement Plan (AIP) that the Counseling and Advising Department will develop an online counseling program to assist online students.

The SSSP will inform Program Review especially as it relates to the review of the Counseling and Advising, Assessment/Placement and those academic departments that are a part of follow-up services. Program Review and individual assessment plans and analysis of data will drive improvements in the services we provide students.

6. Coordination in Multi-College Districts

In districts with more than one college, describe how policies and Student Success and Support Program services are coordinated among the colleges.

The colleges in partnership with the district primarily coordinate policies and Student Success and Support Program services through a series of regularly scheduled meetings, as well as the leadership and coordination provided through a couple of key district office positions.

The Vice-chancellor of Educational Services serves as the chief academic and student services officer of the District. The Vice Chancellor provides overall leadership and utilizes data in planning, organizing, reviewing, coordinating, and evaluating district-wide instructional and student services programs and the development and implementation of policies and procedures of the District. This position traditionally coordinates the district-wide work of the college vice presidents and has facilitated representational district-wide meetings for coordinating the work of academic affairs and student services.

The Vice Chancellor of Operations has overall responsibility for the operations of the Kern Community College District. This position provides leadership in identifying, integrating, and implementing business processes and systems and is responsible for managing the day-to-day activities of the District and for operations management. The Vice Chancellor is

responsible for the development, design, operation, and improvement of the systems that create and deliver the District's services, which includes the district-wide MIS system, all of the technology enhanced systems in student services (DegreeWorks, SARS, etc.) that support our SSSP efforts, and all systems used for data collection and reporting.

Historically, under the direction and facilitation of the Vice Chancellor of Educational Services, the district-wide student services leadership met on a monthly basis to serve as a district level coordinating and guiding group for the Matriculation program and other student services programs. Through various position vacancies and position reorganizations, this group stopped meeting. During this time, coordination of policies and student services and programs was addressed as much as possible during monthly Vice President meetings attended by all three colleges and facilitated by the Vice Chancellor of Education Services. Part of the challenge with district-level coordination has occurred because of an extended vacancy in the Vice-chancellor of Educational Services position. During this period of vacancy, the college presidents in rotation, and various other district management positions has facilitated the VP meetings and have filled in the various gaps left with this vacant position. Particularly important has been the oversight and facilitation through the office of the Vice-Chancellor of Operations, as this position

As a result of the dialog and coordination necessary to comply with and implement the components of the Student Success Act, district and college leadership have recognized the need to reinstate the monthly district-wide student services leadership team meetings. Additionally, the Vice-chancellor of Educational Services position is currently being recruited. This committee consists of the following leadership/management positions from all three colleges:

- Vice Presidents of Student Services
- Counseling Director/Faculty Chair
- SSSP Coordinators
- Admissions and Records Directors
- Financial Aid Directors
- EOPS/DSPS/CARE Coordinators/Directors

And from the district:

- Vice Chancellor of Educational Services
- Vice Chancellor of Operations
- Information Technology Support
- Institutional Research Support

Coordination is also facilitated through meetings of the District Consultation Council, which consists of district-wide representatives from all constituency groups. This council serves as the participatory governance body at the district level. Policies and procedures, new initiatives and district-wide discussion and decision making are addressed through this council.

SECTION IV. ATTACHMENTS

Please provide a list of attachments to the SSSP Plan and a one-sentence description of each attachment, if the title is not self-explanatory.

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please attach a listing of all individuals with their job titles, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges' organization chart and highlight the Student Success and Support Program Coordinator's position. Please include all positions that work directly in the program providing SSSP services.

If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, please attach a copy of the district organization chart, and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart). If a recent or accurate organization chart is not available at this time, please draw one that includes the minimum elements listed above.

Attachment C, *SSSP Advisory Committee*. Attach a list of the members of the college's SSSP Advisory Committee. This can be a list of individuals and their positions or simply the positions. If the committee is chaired by someone other than the SSSP Coordinator, please highlight the chair on the list of members, and identify the correct name of the committee, (advisory committee, coordinating council, steering committee, etc.). If the committee has standing or formalized subcommittees (e.g., SEP, orientation, budget, training, etc.), please list those also.

Other Attachments (optional)

Additional attachments may include SSSP forms or templates that illustrate section responses.

You may also submit any documents, handbooks, manuals or similar materials that your district/campus has developed as SSSP materials.

Attachment A: Student Success and Support Program Plan participants

Attachment B: BC Organizational Chart

Attachment C: SSSP Advisory Committee Roster

Attachment D: 5 year Yield by High School

Attachment E: Outline of On Campus Group Orientation

Attachment F: Multiple Measures Criteria

Attachment G: Re-Test Authorization Form

Attachment H: Abbreviated Student Educational Plan Form

Attachment I: Comprehensive Student Educational Plan Form

ADDITIONAL INFORMATION

Questions regarding the development of the college SSSP Plan may be directed to:

Debra Sheldon
California Community College Chancellor's Office
1102 Q Street, Suite 4554
Sacramento, CA 95811-6549
dsheldon@cccco.edu
(916) 322-2818

Attachment A

Student Success and Support Program Plan Participants

title 5 Section 55510 (11)(b) requires that the Student Success and Support Program Plan for each college "be developed in consultation with representatives of the academic senate, students, administrators, and staff with appropriate expertise." Please list the persons and their stakeholder group (e.g., Student Senate, Academic Senate, Curriculum Committee, etc.), of the individuals who participated in the development and writing of this Plan. Add more pages as needed.

Name: _____ Title: _____

Stakeholder Group: _____

RESOURCES

- Senate Bill 1456
- California Code of Regulations, Online
- Student Success and Support Program Student Equity Plan
- Accrediting Commission for Community and Junior Colleges
- Chancellor's Office Basic Skills web site