Student Equity Plan

Bakersfield College

Student Equity Plan

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I. Executive Summary:

Bakersfield College is a Hispanic Serving Institution founded in 1913 and is one of the nation's oldest continually-operating community colleges. The college serves 15,000 students on the 153-acre main campus in northeast Bakersfield, at the Weill Institute in downtown Bakersfield, and at the Delano Center 35 miles north of Bakersfield. Classes are offered on a traditional 16-week semester calendar as well as in a variety of non-traditional scheduling options: evenings, weekends, short-term vocational programs and online.

The Bakersfield College Student Equity Plan is guided by the College's Mission statement, Vision, Core Values, Strategic Goals and Achieving the Dream Principles:

Mission

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

Vision

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

Core Values alignment with Diversity/Equity:

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Bakersfield College
Core Values

Learning

We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Integrity

We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Wellness

We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Diversity

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Community

We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Sustainability

We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

BAKERSFIELD COLLEGE 1913—2013

Students first: *We affirm our focus on our students and their success.*

Bakersfield College is an Achieving the Dream educational institution which focuses on equity being one of the five principals of student-centered model of institutional improvement. Achieving the Dream is a national reform network dedicated to community college student success and completion. Equity being the Participating institutions commit to eliminating achievement gaps among student groups, including students of color and low-income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students' unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.

Principle 5: EQUITY - Achieving the Dream colleges commit to eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students' unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement.

A. Methodology

The methodology used in the Student Equity Plan was the 80-Percent Index and the Proportionality Index. Both indexes allowed the college to reveal disproportionate impact within the success indicators and among the services provided by Bakersfield College.

80-Percent Index states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

Proportionality Index states that: the percentage of a disaggregated subgroup is compared in an initial cohort to its own percentage in the resultant outcome group. The formula is the percentage in outcome group divided by the percentage in the original cohort.

Bakersfield College will be using the highest achieving group to determine disproportionate impact within both the 80-Percent Index and the Proportionality Index. . Since some of the data elements specify using records for the cohort year 2006-2007, data will be used beginning with

this year and ending with 2009-2010. The data reviewed for the purposes of researching disproportionate impact was from

Bakersfield College would also like to acknowledge that although the 80-Percent Index will be used as the standard for evaluating disproportional impact it is by no means the standard the college will use to assess it internal and external processes of effectiveness when looking at disproportionate impact. In some cases the 80-Percent Index may mask inconsistencies in practices and services that potentially impact students of traditionally underrepresented groups. It is with this knowledge and understanding that the 80-Percent Index will be used in additional to college benchmarks to measure success and disproportionate impact.

B. **Student Equity Indicators and Target Groups**

Student equity indicators and target groups are embedded into the plan and outline goals, objectives and activities. The Equity Indicators are as follows:

Access: The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

Course Completion (Retention): The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

ESL and Basic Skills Completion: The ratio of the number of students by population group who complete a degree- applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

Degree and Certificate Completion: The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer: The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Bakersfield College is committed to ensuring student equity is addressed, captured, discussed and embedded in all educational programs and services. The Student Equity Plan is the result of the work of the Student Equity Workgroup Leads and the Equal Opportunity and Diversity Advisory Committee (EODAC) with support of the Kern Community College District Institutional Research office and the College campus. The plan is to be reviewed on an annual basis through

a program review process. The planning process has created a shift from a culture of evidence to a culture of inquiry. The overall goal is for the equity culture of inquiry to build on the institutional capacity to generate data for campus leadership, faculty and staff to evaluate their own practices. Upon reviewing the student equity data, the following observations and analysis were made:

The groups identified with the greatest equitable need who are disproportionately impacted are the following:

- Male Students
- African American Students
- Hispanic Students
- Non-Traditional Students
- Disabled Students Programs and Services (DSP&S)
- Native American Students
- Pacific Islander Students
- Age groups 20 to 24, 25 to 39 and 40 and older
- Economically Disadvantaged Students

Disabled Student Programs & Services (DSPS) assists the college in providing equal access to educational opportunities for students with disabilities. DSPS provides reasonable accommodations to students with documented physical, communication, psychological, developmental, and learning disabilities who are enrolled in classes through Bakersfield College. The department provides accommodations and support services which may include, liaison with California State Department of Rehabilitation and other community resources, test taking assistance, special equipment, mobility assistance, note taking, assistive computer technology, special classes, sign language interpreters, written materials in alternate format, and learning disability assessment. These services are intended to prepare and support students to participate on an equal basis with their non-disabled peers.

Students with disabilities are discussed throughout the student success indicators because they are one of the significantly disproportionately impacted groups on campus. They may persist at a rate about the same as their non-disabled peers, and attain their degrees at only slightly lesser rates, but they struggle much more to get there. As this plan discusses, students with disabilities complete their math, English, and ESL classes at lower rates than most any other disproportionately impacted group. They also are less likely to be transfer prepared and to transfer than other student groups.

Pipeline Proportionality Index – DSPS Student
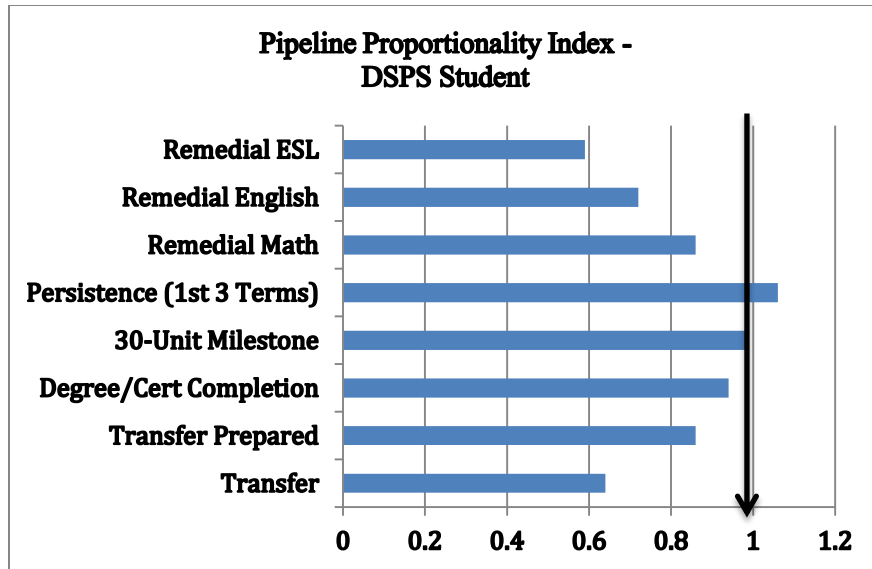
Above: Students with disabilities are less likely to successfully complete their remedial courses, get their degree, or transfer when compared to their non-disabled peers. Proportionality index (1) indicates non-disabled students.

C. Goals/Outcomes

Three Year Implementation Plan
Year 1 Goals:

I. Create a variety of workgroups and resources (composed of all impacted groups including but not limited to Administrators, Classified Employees, Faculty, Students, and Community members and partners) dedicated to understanding the problems revealed through the data to create meaningful and strategic interventions.

II. Develop a college cultural competency program (as influenced by other bodies such as ASCCC (in development at the state level)). This may include more conscious efforts for transparency in the community about the college's mission and dedication to equity.

III. Conduct further research efforts (quantitative research through further disaggregated analysis and qualitative research such as focus groups among others) to understand issues regarding equity (specifically looking at data across the indicators for achievement gaps, disproportionate impact, and disparities) among services and resources.

IV. Identifying how categorical and campus-based programs:
   A. See equity within their area
   B. Data in their decision making process
   C. Map their goals, objectives, and activities in relationship to impacted Disproportionately Impacted Groups (DIG)
   D. Cross-reference their efforts with other categorical and campus-based programs so more concerted efforts can be made to change process that effect disproportionately impacted groups

V. Embed equity within the mission, charge, and/or other responsibilities or issues regarding purview as it relates to equity and the Student Equity Plan. Program Review process and all

other bodies being more conscious of equity in their process and decision making (raise literacy).

VI. Establish and/or Continue professional development, campus-wide discussion and activities, and other efforts to increase literacy and promote change regarding equity on campus

VII. Develop specific interventions for each of the five areas to carry out in year two of the Student Equity Plan for the efforts of Year 1 of the Student Equity Plan.

VIII. Assess current processes (program, specific governance groups, taskforces, and work team, special initiatives, students and interventions, and other efforts) to measure their effectiveness. Reviewing the continuance or increase implementation of processes and programs

IX. Identify and Implant resources (programs, specific governance groups, taskforces, and work teams, special initiatives, students and interventions, and other efforts) that have been addressing equity and improve internal and external processes to see increase success of these resources.

    A.   AAMP

    B.   Athletics

    C.   Habits of Mind

    D.   Making it Happen

    E.   Bridge Program

    F.   Financial Aid Literacy

    G.   Equity Symposium

    H.   Categorical Groups

Year 1 Actionable Items (Immediate Implementation):

Due to the trends of disproportional impact the following items require immediate action to address equity:

- Assessment of Individual Programs designed or earmarked for equity efforts

Year 2 Goals:

- Continue to increase the cultural competency through Professional Development Activities
- Implement Interventions and assess those interventions over the calendar year in Year 2.

Potential Activities: (ASCCC Brainstorm)

- Student Outreach/Early Intervention Outreach: Sending students and employees to local high schools discussing what we do, how we do it, and encouraging students (Indicator A: Access)

Year 3 Goals:

- Evaluate the effectiveness of the activities and objectives designed to address the disproportionally impacted groups
- Begin to implement revised or new goals based on the research and data analysis

Student Success Indicators Recommended Goals:

Access

- Increase the percentage of male students attending the community college in the next four years to be reflected of the service area.
- Increase access for non-traditional students.
- To decrease the Disproportionate Impact between white and other identified groups

Course Completion

- Increase the course completion and success rates among African American students to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.
- Increase the persistence rates among African American, Native American, and Pacific Islander students to reflect at least the statewide average persistence rate of 70.5% within the next four (4) years.
- Increase the 30-Unit Milestone attainment rates among African American students to achieve at least the statewide average rate for the 30-unit milestone of 66.5% within the next four (4) years.

ESL and Basic Skills Completion

- Increase the course completion rates by age for 25 to 39 year olds and 40 and older students, all ethnicity groups including African American, American Indian, Filipino, Hispanic, Pacific Islander, Unknown and White students, and students with a DSPS designation for Remedial Math.
- Increase the course completion rates by gender for male students, by age for 20 to 24 year olds and 40 and older students, by ethnicity for African American, American Indian, Hispanic, Pacific Islander, Unknown, and White, students with a DSPS designation, and Economically Disadvantaged for Remedial English.
- Increase the course completion rates by age for 19 and younger, 20 to 24 year olds, 25 to 39 year olds, and 40 and older students, by ethnicity for Filipino, Hispanic, Unknown, and White students, students with a DSPS designation, and Economically Disadvantaged students for Remedial ESL.

Degree and Certificate Completion

- To complete a Student Educational Plan by or before the completion of 15 units
- To incrementally increase the degree/certificate attainment of males consecutively over the next five years.

- To identify and address barriers that disproportionally impact 20 to 24 year olds from degree/certificate completion.
- To identify and address barriers that disproportionally impact African Americans and Hispanic student from degree/certificate completion.

Transfer

- Increase the transfer preparedness rates among Hispanic, African American and students over age 20 to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.

- Increase the transfer success rates among Hispanic, Filipino and students over age 20 to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.

Success Indicators	Services	Disaggregated Groups
A: Access	Admissions	Age
B: Course Completion	Assessment and Placement	Race/Ethnicity
C: ESL and Basic Skills Completion	Orientation	Gender
D: Degree and Certificate Completion	Counseling and Advising	*Disability Status
E: Transfer	Follow-up	*Economically Disadvantaged
	Prerequisites	
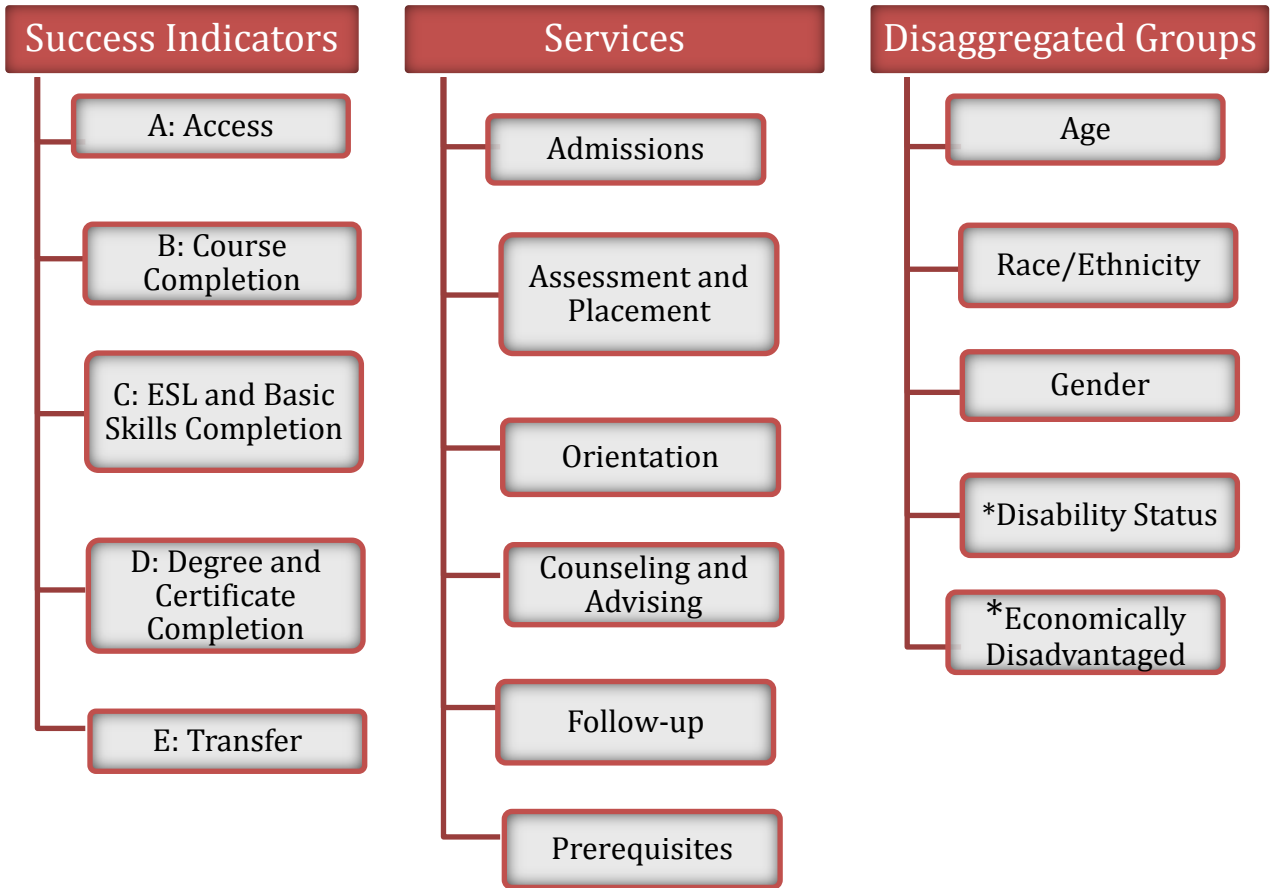
II.   Findings: Campus Based Research/Indicator Goals and Activities

A.   Indicator A- Access (Service Area Population vs. Student Population)

1.   Overview

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. The percentage is frequently calculated as a participation rate.

The Economic Modeling Specialists International (EMSI) was used for service area population and the internal reporting system (ODS) was used for student population. Students enrolled in at least one course at census were counted in the student population.

2.   Campus Based Research/Data Analysis Findings

Based on our examination of the data for Indicator A: Access, we found the following:

Gender

Among the service area population compared to the student population tracked within the five cohort groups, males have been disproportionally impacted.   Bakersfield College is underrepresented by the student male population. There is one data point that demonstrates evidence of adverse impact for male students:

1) The percentage of male students within the service area compared to the student population. For example, from 2008 to 2012 the percentages of males within the service area are over 50% compared to the student population which ranges from 40 to 46%.

The proportionality index compares the percentage of the disaggregated subgroup in the initial cohort to its own percentage in the resultant outcome group. The trend is evident for at least five (5) consecutive years (cohort group 2008-2012) compared to higher percentage group in the service area.

Overall, the male student representation for cohort year 2012 aligns with the state average of 46%. Additionally, from the College and Review report, looking at 2011-2012 the overall participation rate was 55.5, there were 64 females for every 1,000 adults in the service area compared to 47 males.

INDICATOR A: ACCESS BY GENDER

	2008	2009	2010	2011	2012
Males	0.84	0.88	0.87	0.86	0.86
Females	1.17	1.13	1.14	1.15	1.13

Indicator A: Access Gender, Disproportionate Groups
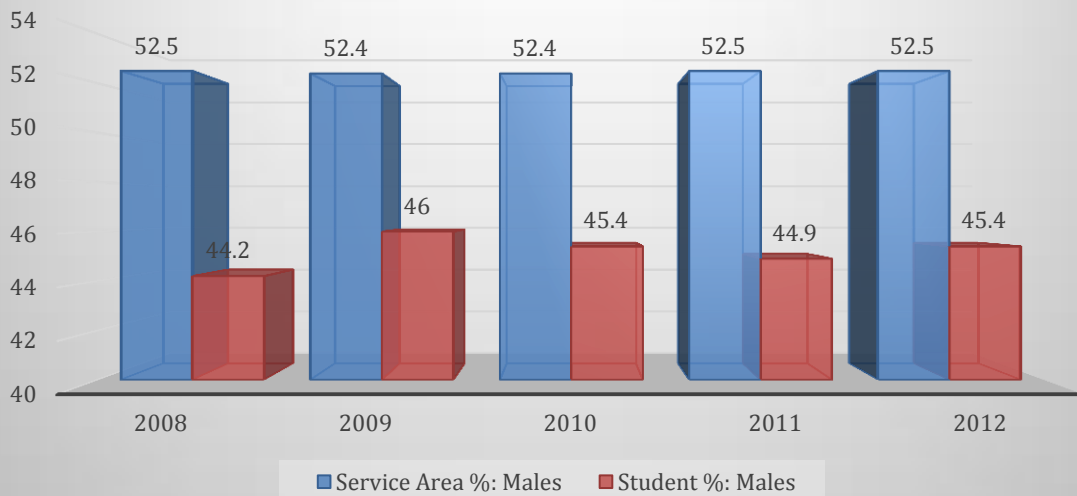
Age

Among the service area population compared to the student population tracked within the five cohort groups, non-traditional students have been disproportionally impacted (25+). The twenty-five year of age and over population within the service area ranges from 34 to 35% compared to the student population ranging from 28 to 29%. The forty years of age and over population indicate an increased disproportionate impact, compared to the other age groups. The forty years of age and over population within the service area is 46% compared to the student population ranging from 10 to 13%. The disproportionate groups identified can (24+ and 40+) attribute to the service population being in the workforce.   According to the College on Review Report, in 2011-2012 253 of every 1,000 people in the service area who are 18 or 19 years old attend the college compared to only 9 out of every 1000 people who are 50 to 65 years old.

Indicator A: Access by Age

	2008	2009	2010	2011	2012
19 or Younger	4.6	4.74	4.52	4.55	4.66
20 to 24 years	2.48	2.56	2.68	2.75	2.76
25 to 39 years	0.83	0.83	0.83	0.81	0.81
40 or older	0.29	0.25	0.25	0.24	0.23

Proportionlity Index

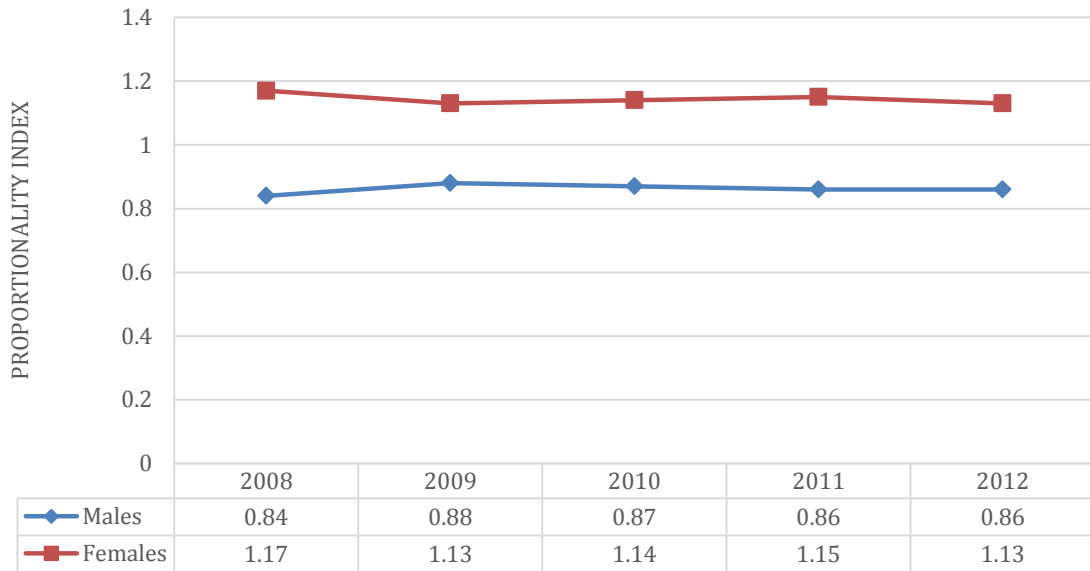**Indicator A: Access Age Disporportionate Groups**

Legend: ■ 25 to 39 years ■ 40 or Older
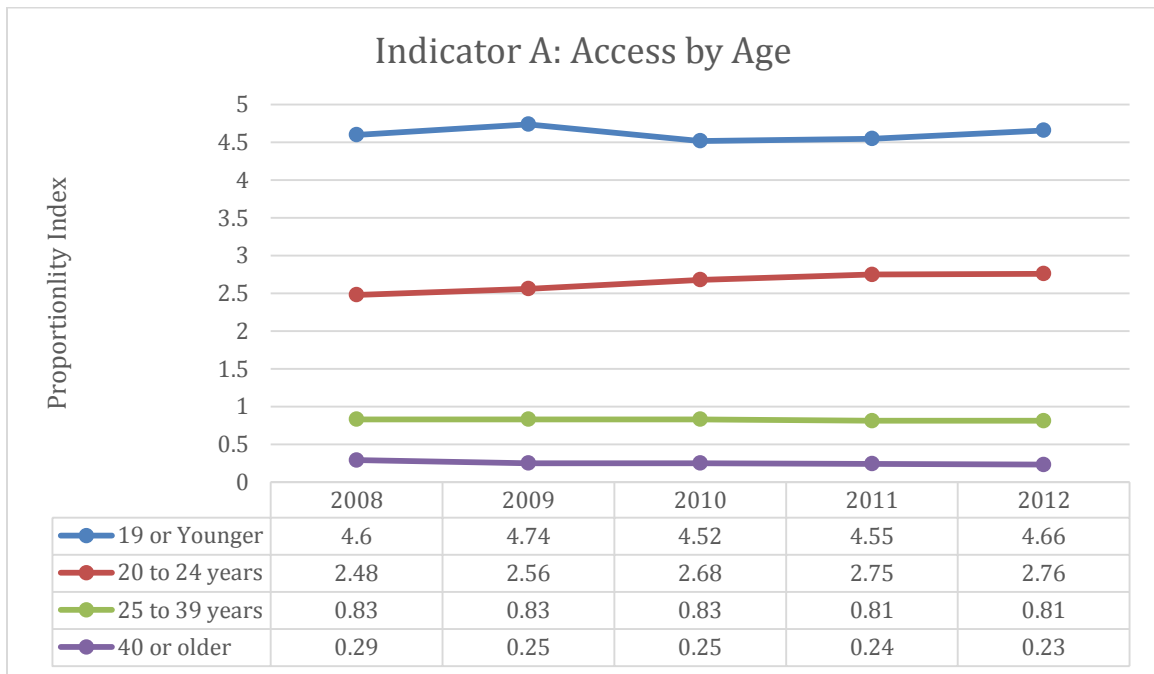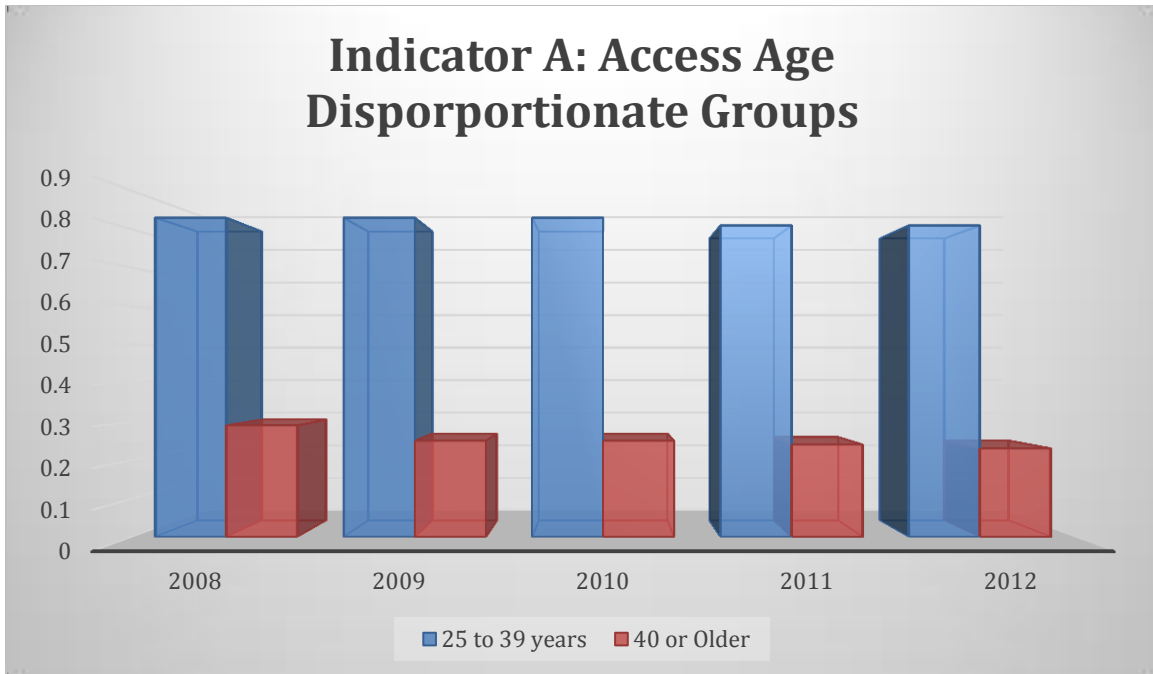
Ethnicity

Among the service area population compared to the student population tracked within the five cohort groups, the White, American Indian and Asian/Filipino ethnicities are disproportionally impacted groups. Disproportionate impact is evident in 2010 to 2012 for Asian/Filipino; service population percentage is 4.6 to 4.7% compared to the student population ranging 4.3% to 4.6%. Identified adverse impact in 2011, 2012 for American Indian, service population percentage is.7% compared to the student population ranging from .5 to .6% Impact exists within the white service population from 2008-2012 ranging from 35 to 38% compared to the student population ranging from 26 to 33%.   From 2008 to 2012, the percentages of White and American Indian students have proportionally decreased, with the Hispanic student representation increasing steadily over the same period of time.

Indicator A: Access by Ethnicity
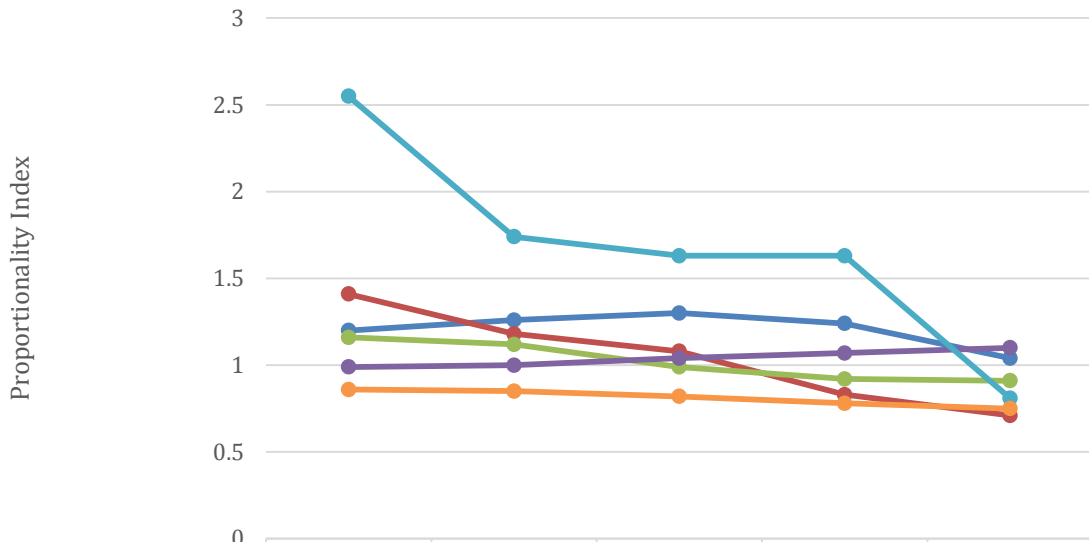
	2008	2009	2010	2011	2012
African American	1.2	1.26	1.3	1.24	1.04
American Indian	1.41	1.18	1.08	0.83	0.71
Asian/Filipino	1.16	1.12	0.99	0.92	0.91
Hispanic	0.99	1	1.04	1.07	1.1
Pacific Islander	2.55	1.74	1.63	1.63	0.81
White	0.86	0.85	0.82	0.78	0.75

Indicator A: Access Age Disproportionate Groups
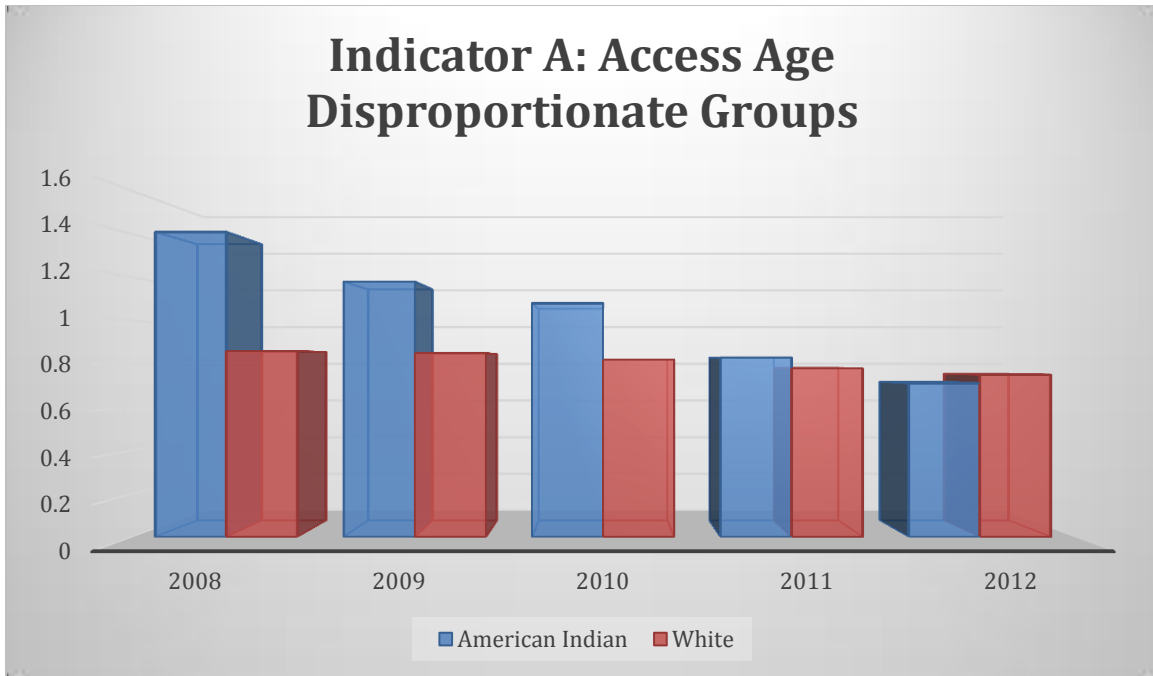
GOALS:

1. Increase the percentage of male students attending the community college in the next four years to be reflected of the service area.
2. Increase access for non-traditional students.
3. To decrease the Disproportionate Impact between white and other identified groups

OBJECTIVES:

1. To identify and address barriers that affect access to higher education for male students.
2. To incorporate adequate outreach and supportive services for male students.
3. Identify and address barriers in services and the delivery of services to address non-traditional student needs.
4. To have the service area reflect the student population.
5. To redefine, brand and align the college mission, vision and values to mirror the community and promote higher education.
6. To identify best practices in recruitment of Male, non-traditional and disproportionally impacted groups.

ACTIVITIES:

1. Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities.
2. Strengthen college representation in the high schools through partnerships

3. Enhance orientation and counseling efforts to impacted groups
4. Promote career pathways and opportunities in the college literature along with targeted Events.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: ACCESS INDICATOR A

The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This percentage is frequently calculated as a participation rate.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

The data indicates that the male student populations is not proportionate compared to the service area. It has been consistently disproportionate from 2008 to 2012 males are at a lower rate compared to the service area.

Among the service area population compared to the student population tracked within the five cohort groups, non-traditional students have been disproportionally impacted (25+).

Among the service area population compared to the student population tracked within the five cohort groups, the White, American Indian and Asian/Filipino ethnicities are disproportionally impacted groups.

Scorecard, US Census Data, CCCGIS Collaborative
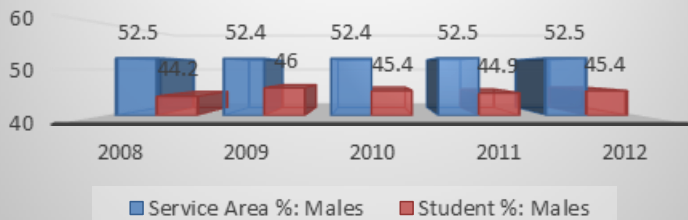
DATA ANALYSIS AND FINDINGS
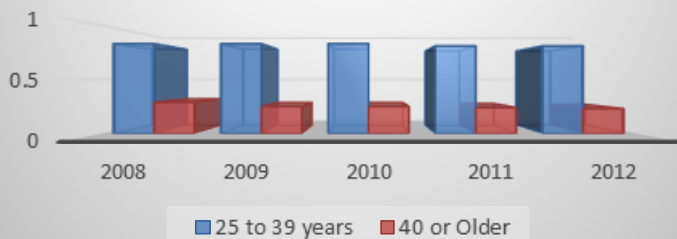
RESOURCES

Educational Practices   **Special Programs**
Building collaborative partners   EOP&S,MESA, DSP&S, etc
Faculty/Staff Development
Building in-reach and outreach

Organizational Structures
Student Support Services

ACTIVITIES

1. Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities.

2. Strengthen college representation in the high schools through partnerships.

3. Enhance orientation and counseling efforts to impacted groups

4. Promote career pathways and opportunities in the college literature along with targeted events.

Objectives:

- Identify and address barriers in services and the delivery of services to address non-traditional student needs.
- To have the service area reflect the student population.
- To redefine, brand and align the college mission, vision and values to mirror the community and promote higher education.
- To identify best practices in recruitment of Male, non-traditional and disproportionally impacted groups.

Goals:

- Increase access for non-traditional students.
- To decrease the Disproportionate Impact between white and other identified groups

GOALS

Increase the percentage of male students attending the community college in the next four years to be reflected of the service area.

OBJECTIVES

To identify barriers that affect access to higher education for male students.
To incorporate adequate outreach and support services for male students.

Indicator B – Course Completion (Retention)

1.   Overview

Based on our examination of the data for Indicator B: Course Completion, we found the following:

Among the students tracked within the five cohort groups, the student population experiencing disproportional impact was evidenced among African American students on the sub-indicators of *Successful Course Completion* and *30-Unit Milestone Attainment*.

2.   Campus Based Research/Data Analysis Findings

Based on our examination of the data for Indicator B: Course Completion, Retention:

Successful Course Completion:
Using the 80-Percent index method, the institutional scorecard data indicate that African American students may be disproportionately impacted on the Course Completion indicator, However, the baseline metric for comparison (86.3% success among 'Unknown' race) represents a very low population (0.6% of the cohort) and is greatly skewed compared to other measures. Specifically, the next highest success rate is 75.3%, which serves as a more stable comparative baseline for the 80-Percent index. Using this baseline, completion rates among African American students reflect 67% of the highest achieving subpopulation (still below 80%, however). The trend of disproportionate impact among African American students is evident for at least five (5) consecutive years (since the 2008-09 cohort) compared to the Highest Performing Groups (Asian, Filipino, and/or White).

Additionally, the proportionality index for completion rates among African American students reflects a 0.74 negative differential (4.4% completion within the population of all students, compared to 5.9% of all African American students). The overall completion rate among African American students (50.5%) is above the statewide average (37.5%),

While the overall completion rate among African American students (50.5%) is above the statewide average (37.5%), Bakersfield College believes that higher completion rates are, and should be attainable.

Indicator B: Course Completion by Ethnicity

Legend: African American, American Indian, Asian/Filipino, Hispanic Latino, Pacific Islander, White
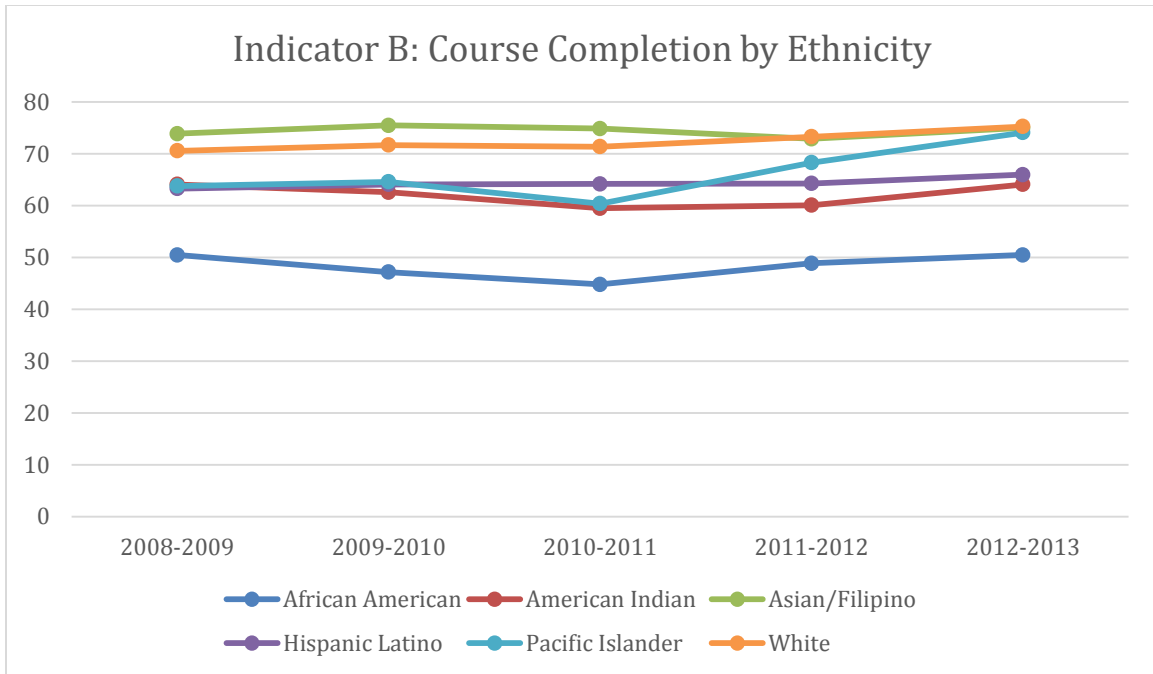
Persistence:

Disproportionate impact related to persistence is not present by gender, age, and ethnicity subpopulations. While most student populations at BC demonstrate higher persistence rates than the Statewide average for their respective groups, the BC institutional scorecard data indicate that persistence rates among African American students (65.6%) are the lowest among the BC student population, though slightly higher than the Statewide average (64.5%), and within an acceptable range of the Highest Performing Group (an index of 0.87). Additionally, the persistence rate among Pacific Islander students is 64.4%, but it should be noted that this rate is highly susceptible to skew-ness due to a very low population size (N=38).

The persistence rate among DSP&S students is 77.3% (compared to 72.5% among non-DSPS students). Additionally, persistence rates were equal among all students, regardless of economic status (72.8%).

Additionally, higher persistence rates are, and should be attainable for African American (65.6%), Native American (67.5%) and Pacific Islander (64.4%) students should reflect at least the statewide average persistence rate 70.5%.

30-Unit Milestone Attainment:

Disproportionate impact related to 30-unit milestone attainment was not present among students by gender, age, DSP&S, and economically disadvantaged students. However, the institutional scorecard data indicate that African American students may be disproportionately impacted in 30-unit milestone metric (53.4%), using the 80-Percent index method, compared to the highest

performing group (72.8% among Asian students), which reflects a 0.73 negative differential. The trend of disproportionate impact among African American students is evident for at least five (5) consecutive years (since the 2008-09 cohort) compared to the Highest Performing Groups (Asian and/or Filipino).

While the overall 30-unit milestone attainment rate among Hispanic students does not reflect disproportionate impact, three (3) cohorts demonstrated a slight disproportionate impact (ranging from a 0.75 to 0.79 differential using the 80-Percent Index).

It is noteworthy that five (5) of the seven (7) groups demonstrated disproportionate impact on this indicator in the 2013-14 academic year. However, this is likely due to an unusually large 'spike' in achievement among the HPG (for example, 67.3% in 2012 performance to 81.4% in 2013). Mitigating this unusual trend, only the African American student population reflected disproportionate impact for that year.

The 30-unit milestone rate among DSP&S students is 63.3% (compared to 64.0% among non-DSPS students). Additionally, 30-unit milestone rate among economically disadvantaged students is 63.6%, compared to 64.9% among students who are not economically disadvantaged.

It should be noted that 30-unit milestone rates among many student populations at Bakersfield College are below their respective statewide average rates. This data suggests opportunities for providing additional support to students.

GOALS

1. Increase the course completion and success rates among African American students to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.
2. Increase the persistence rates among African American, Native American, and Pacific Islander students to reflect at least the statewide average persistence rate of 70.5% within the next four (4) years.
3. Increase the 30-Unit Milestone attainment rates among African American students to achieve at least the statewide average rate for the 30-unit milestone of 66.5% within the next four (4) years.

OBJECTIVES

1. To identify and address barriers that affect successful course completion, persistence, and 30-unit attainment rates among African American students.
2. To identify and address barriers that affect persistence rates among Native American and Pacific Islander student groups.
3. To continue to provide adequate support services to ensure successful course completion for all students.

ACTIVITIES

1. Concerted efforts among all faculties to convey support for all students, but especially African American students. Students not demonstrating sufficient academic progress in the course should be contacted by the faculty for a meeting. The faculty member should also refer the student through BC's SARS-ALRT Early Intervention System. Additionally, students who withdraw from the course should be contacted by the faculty member to explore options to continue in the class and to receive sufficient support throughout the semester.
2. Frequent Review of Student Success and Course Completion data or reports.
   a. 4-week, 8-week and 12-week academic progress reports for all African American students
   b. Provision of timely and individualized interventions at each interval to ensure students are aware, accountable, and supported by the most effective services available by the college.
3. Review of persistence data for African American, Native American, and Pacific Islander students between semesters to ensure students are enrolling for subsequent semesters. Individualized contact and intrusive support will be offered to students who haven't registered
4. Review of 30-Unit Attainment data for African American, Native American, and Pacific Islander students between semesters to ensure students are adequately progressing toward the milestone of achieving at least 30 units after six (6) years. Individualized contact and intrusive support will be offered to students who are not demonstrating adequate progress.
5. AAMMP: Support should be solicited from advisors and mentors in the African American Male Mentoring Project (AAMMP) to provide intervention and guidance services to African American males who exhibit difficult achieving the desired outcomes for course completion, persistence, and 30-unit attainment.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: B – SUCCESSFUL COURSE COMPLETION

INDICATOR DEFINITION:
THE RATIO OF THE NUMBER OF CREDIT COURSES THAT STUDENTS, BY POPULATIONS GROUP, COMPLETE COMPARED TO THE NUMBER OF COURSES IN WHICH STUDENTS IN THAT GROUP ENROLLED ON THE CENSUS DAY OF THE TERM.

EXPLANATION: THE PERCENTAGE OF FIRST-TIME DEGREE AND/OR TRANSFER-SEEKING STUDENTS WHO COMPLETED A DEGREE, CERTIFICATE OR TRANSFER RELATED OUTCOME WITHIN SIX (6) YEARS.

COHORT: FIRST-TIME STUDENTS WITH A MINIMUM OF SIX (6) UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH COURSE IN THEIR FIRST THREE (3) YEARS.

OUTCOME: ACHIEVEMENT IN ONE OF THE FOLLOWING OUTCOMES WITHIN SIX (6) YEARS; EARN AN AA/AS OR CERTIFICATE, TRANSFER TO A FOUR-YEAR INSTITUTION, OR ATTAIN 'TRANSFER PREPARED' STATUS (SUCCESSFULLY COMPLETED 60 UC/CSU TRANSFERRABLE UNITS WITH A GPA OF 2.0 OR BETTER).

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
The institutional scorecard data indicate that African American students may be disproportionately impacted in this indicator (Course Completion), using the 80% index method. However, the baseline metric for comparison (86.3% success among 'Unknown' race) represents a very low population (0.6% of the cohort) and is greatly skewed compared to other measures. Specifically, the next highest success rate is 75.3%, which serves as a more stable comparative baseline for the 80% index. Using this baseline, completion rates among African American students reflect 67% of the highest achieving subpopulation (still below 80%, however). Additionally, the proportionality index for completion rates among African American students reflects a 0.74 negative differential (4.4% completion within the population of all students, compared to 5.9% of all African American students). Finally, it should be noted that while the overall completion rate among African American students (50.5%) is above the Statewide average (37.5%), Bakersfield College believes that higher completion rates are, and should be attainable.

DATA ANALYSIS AND FINDINGS

Overall Cohort Average Completion Rate Statewide: 48.1%

Female Average Completion Rate Statewide: 49.2% (BC=67.7%)
Male Average Completion Rate Statewide: 46.9% (BC=68.3%)

Under 20 years old Completion Rate Statewide: 50.9% (BC=65.5%)
20 to 24 years old Completion Rate Statewide: 37.2% (BC=65.9%)
25 to 39 years old Completion Rate Statewide: 35.2% (BC=72.8%)
40 or more years old Completion Rate Statewide: 33.9% (BC=74.4%)

African American Completion Rate Statewide: 37.5% (BC=50.5%)
Native American/Alaskan Completion Rate Statewide: 37.6% (BC=64.1%)
Asian Completion Rate Statewide: 65.7% (BC=75.0% combined w/ Filipino students)
Filipino Completion Rate Statewide: 51.1% (BC=75.0% combined w/ Asian students)
Hispanic Completion Rate Statewide: 39.1% (BC=66.0%)
Pacific Islander Completion Rate Statewide: 42.7% (BC=74.1%)
White Completion Rate Statewide: 52.5% (BC=75.3%)

RESOURCES

AAMMP	Academic Development
Habits of Mind	Learning Center
Writing Center	CAS Workshops
MESA	Advising and Counseling
Student Orientation	Assessment Test Prep
EOP&S/CARE	DSP&S
CalWORKs	Child Care
Transfer Center	Financial Aid
SEP	Veteran's Services
Job Placement	At-Risk Intervention
SSSP Mandated Services	

ACTIVITIES

- Frequent Review of Student Success and Course Completion data or reports.
    a. 4-week, 8-week and 12-week academic progress reports for all African American students
    b. Provision of timely and individualized interventions at each interval to ensure students are aware, accountable, and supported by the most effective services available by the college.

GOALS
INCREASE THE COURSE COMPLETION AND SUCCESS RATES AMONG AFRICAN AMERICAN STUDENTS TO FALL WITHIN AT LEAST 90% OF THE HIGHEST PERFORMING GROUP (HPG) WITHIN THE NEXT FOUR (4) YEARS.

Fall 2012	Fall 2015	Fall 2016	Fall 2017	Fall 2018
50.5%	54.8%	59.1%	63.4%	67.8%

OBJECTIVES
To identify and address barriers that affect successful course completion, persistence, and 30-unit attainment rates among African American students.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: B – PERSISTENCE

INDICATOR DEFINITION:

THE RATIO OF THE NUMBER OF CREDIT COURSES THAT STUDENTS, BY POPULATIONS GROUP, COMPLETE COMPARED TO THE NUMBER OF COURSES IN WHICH STUDENTS IN THAT GROUP ENROLLED ON THE CENSUS DAY OF THE TERM.

EXPLANATION: THE PERCENTAGE OF FIRST-TIME DEGREE AND/OR TRANSFER-SEEKING STUDENTS WHO ENROLLED IN THREE (3) CONSECUTIVE PRIMARY TERMS ANYWHERE IN THE SYSTEM. THIS IS A MILESTONE OR MOMENTUM POINT METRIC – RESEARCH SHOWS STUDENTS WITH SUSTAINED ENROLLMENT ARE MORE LIKELY TO SUCCEED.

COHORT: FIRST-TIME STUDENTS WITH A MINIMUM OF SIX (6) UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH COURSE IN THEIR FIRST THREE (3) YEARS.

OUTCOME: STUDENTS ATTEMPTED A CREDIT COURSE IN EACH OF THEIR FIRST THREE (3) CONSECUTIVE PRIMARY SEMESTERS AT ANY CALIFORNIA COMMUNITY COLLEGE (CCC). STUDENTS WHO RECEIVE A DEGREE, CERTIFICATE OR TRANSFERRED TO A FOUR-YEAR INSTITUTION WITHIN THE FIRST THREE (3) CONSECUTIVE TERMS WERE ALSO COUNTED AS MEETING THE OUTCOME.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
Disproportionate impact is not present by gender, age, and ethnicity subpopulations. While most student populations at BC demonstrate higher persistence rates than the Statewide average for their respective groups, the BC institutional scorecard data indicate that persistence rates among African American students (65.6%) are the lowest among the BC student population, though slightly higher than the Statewide average (64.5%), and within an acceptable range of the Highest Performing Group (an index of 0.87). Additionally, the persistence rate among Pacific Islander students is 64.4%, but it should be noted that this rate is highly susceptible to skew-ness due to a very low population size (N=38).

The persistence rate among DSP&S students is 77.3% (compared to 72.5% among non-DSPS students). Additionally, persistence rates were equal among all students, regardless of economic status (72.8%).

DATA ANALYSIS AND FINDINGS

Overall Cohort Average Persistence Rate Statewide: 70.5%

Female Average Persistence Rate Statewide: 71.0% (BC=72.5%)
Male Average Persistence Rate Statewide: 70.1% (BC=73.2%)

Under 20 years old Persistence Rate Statewide: 71.4% (BC=74.0%)
20 to 24 years old Persistence Rate Statewide: 63.6% (BC=63.5%)
25 to 39 years old Persistence Rate Statewide: 67.5% (BC=70.4%)
40 or more years old Persistence Rate Statewide: 73.1% (BC=71.1%)

African American Persistence Rate Statewide: 64.5% (BC=65.6%)
Native American/Alaskan Persistence Rate Statewide: 65.0% (BC=67.5%)
Asian Persistence Rate Statewide: 74.4% (BC=75.2%)
Filipino Persistence Rate Statewide: 72.4% (BC=73.9%)
Hispanic Persistence Rate Statewide: 69.3% (BC=72.7%)
Pacific Islander Persistence Rate Statewide: 68.6% (BC=64.4%)
White Persistence Rate Statewide: 71.7% (BC=73.6%)

RESOURCES

AAMMP	Academic Development
Habits of Mind	Learning Center
Writing Center	CAS Workshops
MESA	Advising and Counseling
Student Orientation	Assessment Test Prep
EOP&S/CARE	DSP&S
CalWORKs	Child Care
Transfer Center	Financial Aid
SEP	Veteran's Services
Job Placement	At-Risk Intervention
SSSP Mandated Services	

ACTIVITIES

Review of persistence data for African American, Native American, and Pacific Islander students between semesters to ensure students are enrolling for subsequent semesters. Individualized contact and intrusive support will be offered to students who haven't registered

GOALS

INCREASE THE PERSISTENCE RATES AMONG AFRICAN AMERICAN, NATIVE AMERICAN, AND PACIFIC ISLANDER STUDENTS TO REFLECT AT LEAST THE STATEWIDE AVERAGE PERSISTENCE RATE OF 70.5% WITHIN THE NEXT FOUR (4) YEARS.

Fall 2012	Fall 2015	Fall 2016	Fall 2017	Fall 2018
65.6%	66.8%	68.0%	69.2%	70.5%

OBJECTIVES

To identify and address barriers that affect persistence rates among Native American and Pacific Islander student groups.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: B – 30 UNIT MILESTONE

INDICATOR DEFINITION:

THE RATIO OF THE NUMBER OF CREDIT COURSES THAT STUDENTS, BY POPULATIONS GROUP, COMPLETE COMPARED TO THE NUMBER OF COURSES IN WHICH STUDENTS IN THAT GROUP ENROLLED ON THE CENSUS DAY OF THE TERM.

EXPLANATION: THE PERCENTAGE OF FIRST-TIME DEGREE AND/OR TRANSFER-SEEKING STUDENTS WHO ACHIEVE AT LEAST 30 UNITS AFTER SIX (6) YEARS. THIS METRIC IS ALSO A MILESTONE OR MOMENTUM POINT BECAUSE THE ATTAINMENT OF 30 UNITS TENDS TO BE POSITIVELY CORRELATED WITH COMPLETION AND WAGE GAIN.

COHORT: FIRST-TIME STUDENTS WITH A MINIMUM OF SIX (6) UNITS EARNED WHO ATTEMPTED ANY MATH OR ENGLISH COURSE IN THEIR FIRST THREE (3) YEARS.

OUTCOME: EARNED AT LEAST 30 UNITS (ANY CREDIT UNITS) IN THE CCC SYSTEM WITHIN SIX (6) YEARS.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:

Disproportionate impact related to 30-unit milestone attainment was not present among students by gender, age, DSP&S, and economically disadvantaged students. However, the institutional scorecard data indicate that African American students may be disproportionately impacted in 30-unit milestone metric (53.4%), using the 80% index method, compared to the highest performing group (72.8% among Asian students), which reflects a 0.73 negative differential.

The 30-unit milestone rate among DSP&S students is 63.3% (compared to 64.0% among non-DSPS students). Additionally, 30-unit milestone rate among economically disadvantaged students is 63.6%, compared to 64.9% among students who are not economically disadvantaged.

It should be noted that 30-unit milestone rates among many student populations at Bakersfield College are below their respective Statewide average rates. This data suggests opportunities for providing additional support to students.

RESOURCES

AAMMP	Academic Development
Habits of Mind	Learning Center
Writing Center	CAS Workshops
MESA	Advising and Counseling
Student Orientation	Assessment Test Prep
EOP&S/CARE	DSP&S
CalWORKs	Child Care
Transfer Center	Financial Aid
SEP	Veteran's Services
Job Placement	At-Risk Intervention
SSSP Mandated Services	

DATA ANALYSIS AND FINDINGS

Overall Cohort Average 30-Unit Rate Statewide: 66.5%

Female Average 30-Unit Rate Statewide: 67.1% (BC=64.2%)
Male Average 30-Unit Rate Statewide: 65.9% (BC=63.7%)

Under 20 years old 30-Unit Rate Statewide: 68.2% (BC=65.6%)
20 to 24 years old 30-Unit Rate Statewide: 58.0% (BC=53.5%)
25 to 39 years old 30-Unit Rate Statewide: 60.1% (BC=60.5%)
40 or more years old 30-Unit Rate Statewide: 60.1% (BC=56.8%)

African American 30-Unit Rate Statewide: 56.1% (BC=53.4%)
Native American/Alaskan 30-Unit Rate Statewide: 61.9% (BC=62.7%)
Asian 30-Unit Rate Statewide: 73.2% (BC=72.8%)
Filipino 30-Unit Rate Statewide: 69.2% (BC=72.5%)
Hispanic 30-Unit Rate Statewide: 63.2% (BC=61.6%)
Pacific Islander 30-UnitRate Statewide: 52.3% (BC=64.4%)
White 30-Unit Rate Statewide: 69.0% (BC=66.6%)

ACTIVITIES

Review of 30-Unit Attainment data for African American, Native American, and Pacific Islander students between semesters to ensure students are adequately progressing toward the milestone of achieving at least 30 units after six (6) years. Individualized contact and intrusive support will be offered to students who are not demonstrating adequate progress.

GOALS

INCREASE THE 30-UNIT MILESTONE ATTAINMENT RATES AMONG AFRICAN AMERICAN STUDENTS TO ACHIEVE AT LEAST THE STATEWIDE AVERAGE RATE FOR THE 30-UNIT MILESTONE OF 66.5% WITHIN THE NEXT FOUR (4) YEARS.

OBJECTIVES

To continue to provide adequate support services to ensure successful course completion for all students.

Fall 2012	Fall 2015	Fall 2016	Fall 2017	Fall 2018
53.5%	56.8%	60.0%	63.3%	66.5%

Indicator C – (ESL and Basic Skills Completion): Remedial English by Gender

1. Overview

Indicator C addressing ESL and Basic Skills Success is defined as "Students who started below transfer level in English, Mathematics, and/or ESL and completed a college level course in the same subject".

Methodology

The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.

A cohort of student who attempted a Remedial English course is tracked to determine whether they successfully completed a college-level course within six years. There were five cohort groups selected for this report which consisted of the following years: 2003-2004 thru 2008-2009, 2004-2005 thru 2009-2010, 2005-2006 thru 2010-2011, 2006-2007 thru 2011-2012, and 2007-2008 thru 2012-2013.

2. Campus Based Research/Data Analysis Findings

Remedial English by Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English by Gender, we found the following:

Among the students tracked within the five cohort groups, males have been disproportionately impacted. The male focal group showed evidence of ongoing disproportionate impact worth further exploration and identification. Males experienced disproportionately impact in three of the five cohort groups tracked. The Proportionality Index scores for male students ranged from .85 at its lowest to .87 at its highest.

Although disproportionate impact was not indicated for the female focal group using both the 80-Percent Index nor the Proportionality Index (PI) as measurement tools, the completion rates for both genders is unacceptable low for Bakersfield College students. The average success rate for female students with for the combined five-year cohort was 32.1%. For male students, who have been identified as being a disproportionally impacted group, had an average success rate over the five-year cohort groups tracked of 26.8%. The data indicates that roughly 73% of males and 67% of females are unsuccessful in completing their remedial English course.

Remedial English by Age

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English by Age, we found the following:

Among the students tracked within the five cohort groups, the focal group/groups experiencing disproportional impact are students 20 to 24, 25 to 39, and 40 and older students. There were two focal groups that showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups were the 20 to 24 and 40 and Older student groups. Both of these two age groups have experienced consistent disproportionate impact each year within the five-year cohort group tracked.

The combined success rates for completion by 20 to 24 year olds tracked in this cohort averaged 25.4% with the lowest success rate being 24.0% in the 2003-2004 and its highest being 26.7% in both 2003-2004 and the 2006-2007 cohorts. Of each of the five cohort groups being tracked that means roughly 73%-76% are being unsuccessful in the completion of their remedial English courses. For students in the 40-older focal group successful completion among the combined cohorts averaged 20.4% with the lowest success rate being 14.0% in 2005-2006 to the highest being 25.4% in 2007-2008. Of each of the five cohort groups being tracked that means that 74%-86% of the students are unsuccessful in the completion of their remedial English courses.

Indicator C: ESL and Basic Skills Remedial English by Age

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Combined
19 or Younger	62	68.5	69.9	69.7	67.7	67.5
20 to 24	18.7	16.1	16.1	16.8	15.7	16.7
25 to 39	14.9	11.4	11.7	11.5	12.2	12.4
40 or older	4.3	4	2.2	1.9	4.4	
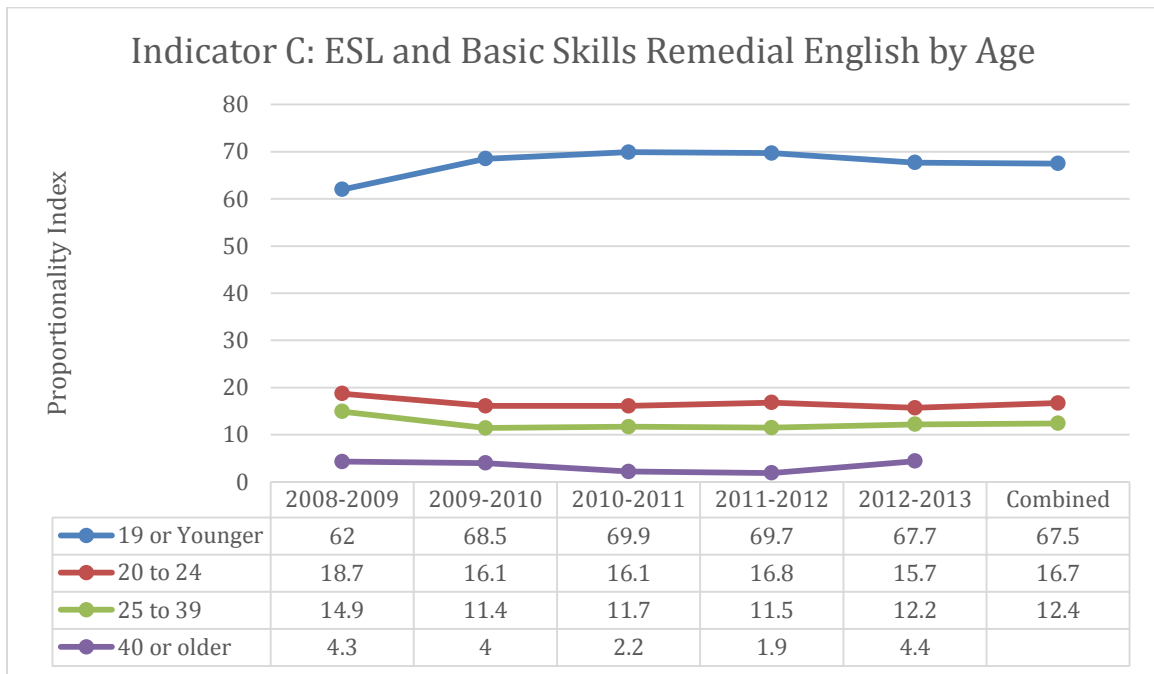
Remedial English by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C: Remedial English for Race/Ethnicity, we found the following:

Among the students tracked within the five cohort groups, every individual race/ethnicity focal group experienced disproportional impact at some time across the five-year period. There were five focal groups that showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups experience at least two years of

disproportionate impact over the five years and two of the five experienced disproportionate impact all five years. These focal groups were African American students, American Indian students, Hispanic students, Unknown students, and White students.

Asian American students were disproportionately impacted one of the five years in the study and have combined success rate for completion across the five years of 43.1%. Filipino students who were also disproportionately impacted one of the five years have an average success rate for completion across the five years of 45.5%. The Filipino student focal group in this case acts as the baseline metric for determining the 80-Percent Index. American Indian students only have data points for two of the five years of this study due to small sample sizes. However, in both the years where the student population was large enough to track, this group of students was disproportionately impacted both years. Their average success rate of all combined cohorts is 27.7%. Both the White and Unknown students were disproportionately impacted four of the five years of these students and their success rates for completion for all cohort groups ranged from 32.3% for the Unknown students to 35.0% for the White students. Lastly, both African American and Hispanic students were disproportionately impacted all five years of the student with success rates of completion for all cohort groups ranged from 17.1% for the African American students to 26.9% for the Hispanic students.

These alarming success rates of completion point to significant disproportionate impact across racial/ethnic designations. Roughly 54%-82% of students were unsuccessful in the completion of their remedial English courses at Bakersfield College over this five-year period.

Remedial English by DSPS Status

Based on our examination of the data using the Proportionality Index (PI) for Indicator C: Remedial English for DSPS Status, we found the following:

Among the students tracked within the five-cohort group, students who filed for DSPS status were disproportional impacted. DSPS students showed evidence of ongoing disproportionate impact worth further exploration and identification. In each of the five years studied, DSPS student's experienced disproportionate impact. Success rates of completion for DSPS students ranged from 15.8% at its lowest in 2005-2006 to 29.6% at its highest in 2007-2008. The combined cohort average for successful completion of remedial English for DSPS students was 21.5%. Although students who did not identify as DSPS were not disproportionately impacted, the success rates for completion of the combined cohort was 30.6%. Roughly 69% - 78% of Bakersfield College students despite the DSPS status are not successfully completing their remedial English courses.

Remedial English by Economically Disadvantaged Status

Based on our examination of the data using both the 80-Percent Index and the Proportionality Index (PI) for Indicator C: Remedial English by Economically Disadvantaged Status, we found the following:

Among the two designations for Economically Disadvantaged Status, students who were identified as Economically Disadvantaged experienced disproportional impact. In each of the five years students were tracked, Economically Disadvantaged students were disproportionate impacted. The evidence supporting this ongoing disproportionate impact is worth further exploration and identification.

Success rates of completion for Economically Disadvantaged students ranged from 25.4% at its lowest in 2004-2005 to 27.9% at its highest in 2007-2008. The combined cohort average for successful completion of remedial English for Economically Disadvantaged students was 26.6%. Although the focal group for students who did not identify as Economically Disadvantaged was not disproportionally impacted, the success rate of completion for this group is 35.8%. Based on this data roughly 64% to 73% of students regardless of Economically Disadvantaged status did not successfully complete their remedial English courses.

Remedial Math by Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial Math by Gender, we found the following:

Among the students tracked within the five cohort groups, males experienced disproportional impact in 2009-2010. Outside of this year, neither focal group (female/male) was disproportionately impacted.

Despite the fact that neither the 80-Percent Index nor the Proportionality Index (PI) identified significant trends in disproportionate impact, the base tables of ARCC Student Success Scorecard Data reveal low success rates for both female and male students in the remedial math courses. The combined cohort average for females who successfully completed their Remedial Math class was 22.5% while males were only successful 22.1% across the five-year cohorts studied. Based on this data roughly 77% of students regardless of gender did not successfully complete their remedial math course.

Remedial Math by Age

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial Math by Age, we found the following:

Among the students tracked within the five cohort groups, the focal groups that experienced disproportional impact were both the 25 to 39 and 40 and older. These two focal groups showed evidence of ongoing disproportionate impact worth further exploration and identification. Two of the five years studied showed the 25 to 39 age group experienced disproportionate impact and all five years for the 40 and older age group experienced disproportionate impact.

The base tables of ARCC Student Success Scorecard Data reflect low success rates for all age groups. The least successful student group by age is the 40 and older students with a success rate

of 16.6%. The highest success rate for any age within the combined cohort group was 19 and younger with 23.8%. Based on this data roughly 76% to 83% of students regardless of age group did not successfully complete their remedial math course.

Remedial Math by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial Math by Race/Ethnicity we found the following:

Among the students tracked within the five cohort groups, every individual race/ethnicity focal group experienced disproportional impact at some time across the five-year period. There were six focal groups that showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups were African American students, American Indian students, Filipino students, Hispanic students, Unknown students, and White students.

Asian students were the only focal group not disproportionately impacted and they are the baseline metric for this indicator. Although the sample sizes for American Indian students were too small for each of the five years tracked in this study, the overall average success of completion rate indicates they were disproportionately impacted with a success rate of 20.9%. Unknown students were disproportionately impacted one of the five years and have an average success rate of completion of 23.4%. Both the White and Filipino student groups were disproportionately impacted four of the five years studied and had average success of completion rates of 24.2% for White students and 24.8% for Filipino students. Lastly, both African American and Hispanic students were disproportionately impacted all five years of the study with success rates of completion for all cohort groups that ranged from 12.1% for the African American students to 21.7% for the Hispanic students.

These alarming success rates of completion point to significant disproportionate impact across racial/ethnic designations. Roughly 61%-87% of students were unsuccessful in the completion of their remedial math courses at Bakersfield College over this five-year period.

Remedial Math by DSPS Status

Based on our examination of the data using the Proportionality Index (PI) and the 80-Percent Index for Indicator C Remedial Math by DSPS Status, we found the following:

Among the students tracked within the five-cohort group, students who filed for DSPS status were disproportional impacted. DSPS students showed evidence of ongoing disproportionate impact worth further exploration and identification. In three of the five years studied, DSPS student's experienced disproportionate impact. Success rates of completion for DSPS students ranged from 15.8% at its lowest in 2003-2004 to 17.2% at its highest in 2007-2008. The combined cohort average for successful completion of remedial English for DSPS students was 19.3%. Although students who did not identify as DSPS were not disproportionately impacted, the success rates for completion of the combined cohort was 22.6%. Roughly 77% - 80% of

Bakersfield College students despite the DSPS status are not successfully completing their remedial math courses.

Remedial Math by Economically Disadvantaged Status

Based on our examination of the data using the Proportionality Index (PI) and the 80-Percent Index for Indicator C Remedial Math by DSPS Status, we found the following:

Among the students tracked within the five cohort groups, neither group experienced disproportional impact.

Despite the fact that neither the 80-Percent Index nor the Proportionality Index (PI) identified significant trends in disproportionate impact, the base tables of ARCC Student Success Scorecard Data reveal low success rates for both focal groups. The combined cohort average for students identified as Economically Disadvantaged was 21.1% while students who were not identified as Economically Disadvantaged had a success rate of completion of 24.6% across the five-year cohorts studied. Based on this data roughly 75% - 78% of students regardless of Economically Disadvantaged Status did not successfully complete their remedial math course.

Remedial ESL by Gender

Based on our examination of the data using the Proportionality Index (PI) for Indicator C Remedial ESL by Gender, we found the following:

Among the students tracked within the five cohort groups, males have been disproportionately impacted. The male focal group showed evidence of ongoing disproportionate impact worth further exploration and identification. Males experienced disproportionately impact in all five years of the five cohort groups tracked. The Proportionality Index scores for male students ranged from .67 at its lowest to .88 at its highest. Success rates for males students in the combined cohort was 25.0%. Which means on average across the five years studied, roughly 75% of the male students were unsuccessful in completing their remedial ESL course.

Although disproportionate impact was not indicated for the female focal group using both the 80-Percent Index nor the Proportionality Index (PI) as measurement tools, the completion rates for both genders is unacceptable low for Bakersfield College students. The average success rate for female students with for the combined five-year cohort was 34.6%. For male students, who have been identified as being a disproportionally impacted group, had an average success rate over the five-year cohort groups tracked of 25.0%. The data indicates that roughly 65% of female students were unsuccessful in completing their remedial ESL courses.

Remedial ESL by Age

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial ESL by age, we found the following:

Among the students tracked within the five cohort groups, each of the four focal groups that experienced disproportional impact. There were two focal groups that showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups are 20-24 and 40-older with two or more cohort groups disproportionately impacted.

Although the data reveals disproportionate impact within one or more focal groups over the five-year cohort, a more alarming trend that surfaces in the data is the fact that the highest success rate within any of the combined cohorts was less that 66% (20-25 year olds were successful in completion 33.4%).

Remedial ESL by Race/Ethnicity

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial ESL by age, we found the following:

Among the students tracked within the five cohort groups, three focal groups experiencing disproportional impact which included Hispanic students, Unknown students, and White students. The ARCC Student Success Scorecard Data for Remedial ESL by Race/Ethnicity highlights how significant the disproportional impact is for Hispanic students who composed 69.1% to 84.7% of the cohorts tracked over the five years. In four of the five years, Hispanic students experienced disproportionate impact and their success rates for the combined cohort was 28.7%. Both Unknown students and White students were disproportionally impacted but due to small sample sizes within the cohorts, table data for both of these groups was not generated. The success of completion rates for Unknown and White students in the combined cohort were 25.0% for Unknown students and 32.8% for White students. Asian students, which are the highest achieving group (hpg), acted the baseline metric for this particular data set, only successfully completed their remedial ESL courses 51.2% in the combined cohort. Overall, 48% to 71% of students despite their racial/ethnic designation are unsuccessful in their completion and progression in the remedial ESL area.

Remedial ESL by DSPS Status

Based on our examination of the data from both the Proportionality Index (PI) for Remedial Math by DSPS Status, we found the following:

Among the students tracked within the five-cohort group, students who filed for DSPS status were disproportional impacted. The combined cohort Proportionality Index (PI) highlights significant disproportionate impact with a score of .59. This data however may be skewed due to the few statistical analysis reported in the ARCC Student Success Scorecard Data. In only one of the five years being studied produced results that recorded data for this focal group.

__Remedial ESL by Economically Disadvantaged Status__

Based on our examination of the data using the 80-Percent Index for Indicator C Remedial ESL by age, we found the following:

Among the two designations for Economically Disadvantaged Status, students who were identified as Economically Disadvantaged experienced disproportional impact. For three of the five years students were tracked, Economically Disadvantaged students were disproportionate impacted. The evidence supporting this ongoing disproportionate impact is worth further exploration and identification.

Success rates of completion for Economically Disadvantaged students ranged from 26.4% at its lowest in 2004-2005 to 36.8% at its highest in 2003-2004. The combined cohort average for successful completion of remedial ESL course for Economically Disadvantaged students was 30.4%. Although the focal group for students who did not identify as Economically Disadvantaged were not disproportionally impacted, the success rate of completion for this group is 34.8%. Based on this data roughly 65% to 69% of students regardless of Economically Disadvantaged status did not successfully complete their remedial ESL courses.

GOALS

- Increase the course completion rates by age for 25 to 39 year olds and 40 and older students, all ethnicity groups including African American, American Indian, Filipino, Hispanic, Pacific Islander, Unknown and White students, and students with a DSPS designation for Remedial Math.

- Increase the course completion rates by gender for male students, by age for 20 to 24 year olds and 40 and older students, by ethnicity for African American, American Indian, Hispanic, Pacific Islander, Unknown, and White, students with a DSPS designation, and Economically Disadvantaged for Remedial English.

- Increase the course completion rates by age for 19 and younger, 20 to 24 year olds, 25 to 39 year olds, and 40 and older students, by ethnicity for Filipino, Hispanic, Unknown, and White students, students with a DSPS designation, and Economically Disadvantaged students for Remedial ESL.

OBJECTIVES

1. To identify and address barriers that affect successful course completion in ESL and Basic Skills courses.
2. To identify and address barriers that affect successful course completion in ESL and Basic Skills courses among disproportionately impacted groups.
3. To identify and address barriers that affect successful course completion in ESL and Basic Skills which allows students to be eligible to take transfer level courses.

ACTIVITIES

1. Concerted efforts among all faculty, administration, and staff to convey support for all students, but especially those students groups disproportionately impacted in ESL and Basic Skills completion. Students who are stuck in a cycle, repeating ESL and Basic Skills courses, should be enrolled in more strict and rigid interventions to ensure successful completion.

2. Students not demonstrating measurable progress toward completion within a particular ESL and/or Basic Skills course, potentially in threat of not passing, should be contacted by the faculty and other support staff for a meeting. This reporting and contact should be made through BC's SARS-ALRT Early Intervention System to notify all the appropriate parties responsible for tracking student completion.
   a. During student consultations, students should be provided a clear plan, or course of action, to continue in the course and complete the course with a passing grade. These courses of actions must be customized to student needs and the success of different courses of action should be tracked and assessed.

3. Frequent Review of Student Success and Course Completion data or reports.
   a. 4-week, 8-week and 12-week academic progress reports for all disproportionately impacted students.
   b. Provision of timely and individualized interventions at each interval to ensure students are aware, accountable, and supported by the most effective services available by the college.

4. AAMMP: Support should be solicited from advisors and mentors in the African American Male Mentoring Project (AAMMP) to provide intervention and guidance services to African American males who exhibit difficult achieving the desired outcomes for course completion, persistence, and 30-unit attainment.

5. In addition to the AAMMP, other project groups need to be created to advise, mentor, and monitor student groups, especially disproportionately impacted groups, to curb low completion rates. These efforts may be coupled with other interventions currently in place. Bakersfield College's Making It Happen (MIH) initiative is currently undertaking these type of concerted interventions so potentially scaling up the successful strategies used to target disproportionately impacted groups.

6. Assess the effectiveness of all plans, courses of action, and interventions to improve completion rates for ESL and Basic Skills courses of all students with special attention to those disproportionately impacted.
   a. These assessments should not only measure effectiveness but also help fuel the use of future interventions or discontinuing unproductive processes that have not created positive measurable results for increasing completion and transfer rates for all students in ESL or Basic Skills courses.

INDICATOR C: ESL AND BASIC SKILLS COMPLETION: REMEDIAL ENGLISH

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
Across each of the disaggregated groups studied for Indicator C: ESL and Basic Skills Completion for Remedial Math, there were many focal groups that were disproportionately impacted. By gender, males were significantly disproportionately impacted. In both the 80-percent Index as well as the Proportionality Index (PI) male students were disproportionately impacted in three of the five cohort groups. Consistent disproportionate impact was again confirmed through both measures in relationship to age. 20 to 24 year old students as well as 40 or older students experienced disproportionate impact in all five of the cohort groups studied. Although Filipino and Asian students were the Highest Achieving Groups (HAG) for Remedial English, they along with each of the other race/ethnicity designations experienced disproportionate impact. Both Filipino and Asian students were disproportionately impacted one of the five years studied while each of the other groups was consistently disproportionately impacted across the five-year cohort. The only group that experienced less than four consistent years of disproportionate impact were American Indian students and it is because the data did not report on these students in three of the five years. Students who identified as DSPS or Economically Disadvantaged experienced disproportionate impact consistently across all five years of the studied cohort.

DATA ANALYSIS AND FINDINGS

Indicator C: ESL and Basic Skills Remedial English by Age

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Combined
19 or Younger	62	68.5	69.9	69.7	67.7	67.5
20 to 24	18.7	16.1	16.1	16.8	15.7	16.7
25 to 39	14.9	11.4	11.7	11.5	12.2	12.4
40 or older	4.3	4	2.2	1.9	4.4	

(Y-axis: Proportionality Index)
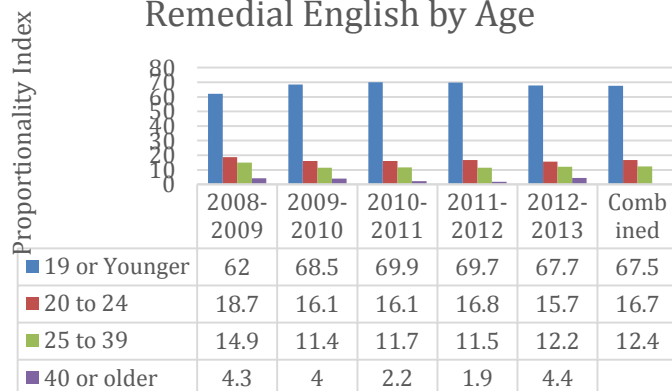
RESOURCES

Academic Development Services
African American Male Mentoring Program (AAMMP)
Habits of Mind
Learning Center
Critical Academic Skills (CAS) Workshops
English for Multilingual Students
MESA: MESA Community College Program
EOP&S
DSPS

ACTIVITIES

- Concerted efforts among all faculty, administration, and staff to convey support for all students, but especially those students groups disproportionately impacted in ESL and Basic Skills completion. Students who are stuck in a cycle, repeating ESL and Basic Skills courses, should be enrolled in more strict and rigid interventions to ensure successful completion.
- Students not demonstrating measurable progress toward completion within a particular ESL and/or Basic Skills course, potentially in threat of not passing, should be contacted by the faculty and other support staff for a meeting. This reporting and contact should be made through BC's SARS-ALRT Early Intervention System to notify all the appropriate parties responsible for tracking student completion.
- During student consultations, students should be provided a clear plan, or course of action, to continue in the course and complete the course with a passing grade. These courses of actions must be customized to student needs and the success of different courses of action should be tracked and assessed.

GOALS

The four-year goal for each of the ESL and Basic Skills Completion areas for Math, ESL, and English is to meet or exceed the current state average as well as set an ultimate goal of completion and success rates at 70%.

OBJECTIVES

- To identify and address barriers that affect successful course completion in ESL and Basic Skills courses.
- To identify and address barriers that affect successful course completion in ESL and Basic Skills courses among disproportionately impacted groups.

FUNDING

Indicator D – Degree/Certificate Completion

1.   Overview <mark>(Still Need)</mark>

2.   Campus Based Research/Data Analysis Findings

Based on our examination of the data for Indicator D: Degree/Certificate Completion, we found the following:

First-time students who earned a degree/certificate were tracked among five cohort groups who completed six or more units and attempted any Math or English in their first three years. The focal groups experiencing disproportional impact are students age 20-24, Males, and African American students. There are four focal groups, age 25-39, Hispanic, Asian, and DSPS students which showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups have three or more cohort groups that are disproportionately impacted.

According to the Statewide Student Success scorecard, Bakersfield College is below the state average in all cohorts for degree/certificate completion.

Career and Technical Educational (CTE) programs were also evaluated. The students tracked consisted of students who initially complete a CTE course and then subsequently completed more than eight additional units in a single discipline within three years to earn a CTE degree/certificate. The evaluation revealed disproportional impact among the following focal groups: age 25 to 39, 40 years or older, Males, African American and Hispanic students. It should be noted that CTE had higher success rates for DSPS and Economic Disadvantaged students.

ASSESSMENT BY COHORTS

GENDER:

The Proportionality Index showed that Males were disproportionately impacted in three cohorts; the lowest being .83% in 2009-10; however, the All Cohort Combined average was .90%. Males were also significantly impacted in CTE programs with the lowest rating being .77% in 2011-12 and an All Cohorts Combined rating of .84%

AGE:

The 80-Perecent Index and Proportionality Index both indicate that in all five cohorts, age 20 to 24 is significantly impacted. The Proportionality Index reveals the success of 20 to 24 age cohort ranges from 0.55% to 0.89% with an All Cohorts Combined rating of 0.75%. This is significantly lower than the achievement of the 19 or younger cohort whose overall rating is 1.03. In 2010-11, the 20 to 24 cohort was less than 50% successful the highest achieving group (19 or younger). The cohort of 25 to 39 year old also showed evidence of ongoing disproportionate

impact worth further exploration and identification as well as the 40 or older students seeking a CTE degree/certificate.

ETHNICITY:

In terms of ethnicity, African Americans were disproportionally impacted in all five cohorts. In the 2009-10 cohorts, African Americans were more than 50% less successful than the highest achieving group (Filipinos).   Hispanics were disproportionally impacted in four of the five cohorts. In the 2009-10 cohort, only Filipinos and American Indians were successful; all other ethnicities were disproportionally impacted. There was evidence of ongoing disproportionate impact worth further exploration among the ethnicity identified as "Unknown" in 2009-10 and 2012-13.

In CTE programs, African Americans were disproportionally impacted in all five cohorts, more than 50% less successful in three cohorts, and possess lowest All Cohort Combined total. Hispanics and White students were also significantly disproportionally impacted in CTE programs.

Indicator D: Degree/Certificate Completion by Ethnicity

80 Percent Index

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Combined
White	23	20.9	20.9	21.8	17.8	
Unknown	19.7	27.4		21.5	16.4	18.4
Hispanic	19.9	17.1	14.8	18	14.9	16.9
Filipino	24	36.1	22.5	19.8	21.5	24.6
Asian	16	23.5	19.2	19.6	22.7	20.3
American Indian		32.4	25.6			22.9
African American	12.2	13.5	11.5	11.2	11.6	12
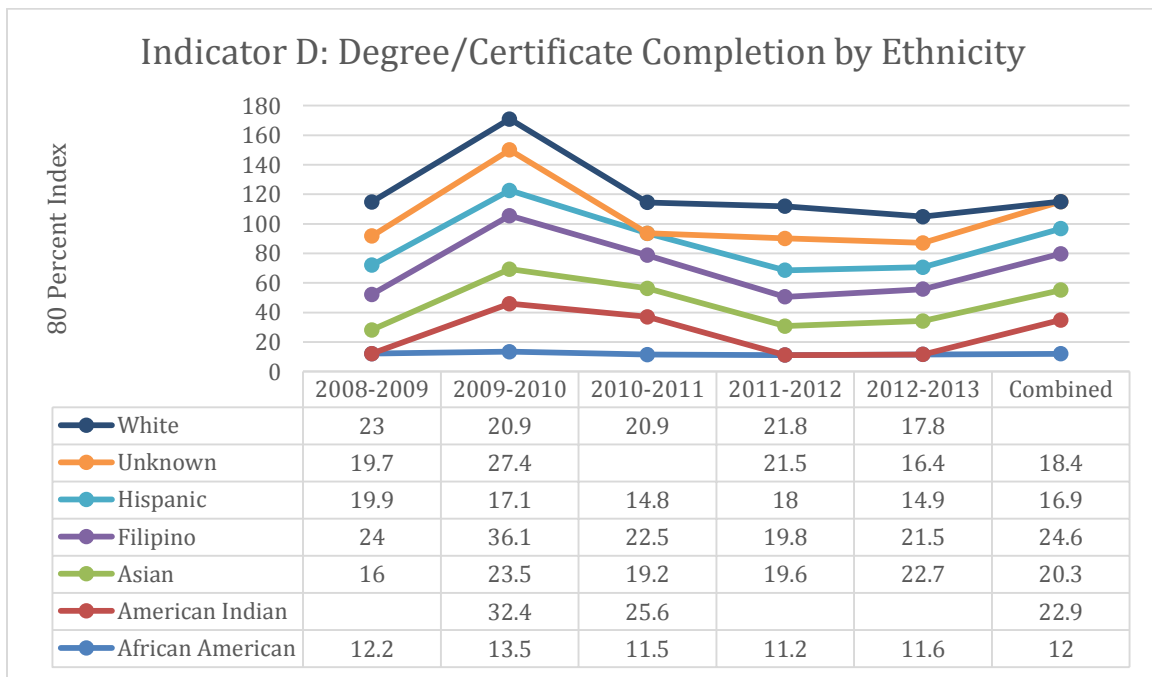
DISABLE STUDENT PROGRAM AND SERVICE (DSPS)

Disable Student Program and Service students were generally successfully in degree/certificate completion; however, in 2008-09 (0.86%) and 2010-11 (0.83%), students were disproportionally impacted. In contrast, DSPS students in CTE program were successful in all cohorts.

ECONOMICALLY DISADVANTAGE:

Economical status does not appear to impact degree/certificate completion rates for students who are identified as economically disadvantaged. Student who are economically disadvantaged were also successful in achieving CTE degree/certificate.

GOALS

- o To complete a Student Educational Plan by or before the completion of 15 units
- o To incrementally increase the degree/certificate attainment of males consecutively over the next five years.
- o To identify and address barriers that disproportionally impact 20 to 24 year olds from degree/certificate completion.
- o To identify and address barriers that disproportionally impact African Americans and Hispanic student from degree/certificate completion.

OBJECTIVES

In 2009, the graduation requirement increased for English and Math were increased. The new regulation may have confused students who were not officially subject to the change. Therefore, the misunderstanding or application of the new policy may have impacted student success.

Students who plan to transfer with 60 units, should be advised and encouraged to consider completing remaining courses to graduate.

ACTIVITIES

To improve student success and close the achievement gap, students should participate in the resources listed above. In addition, the following activities will assist student in linking their educational goals to employment as well as to motivate, educate, and support goal attainment. Participation in the activities will increase the success of all disproportionally impacted groups.

- o Complete a status assessment every semester utilizing Degree Works
- o Participate in Transfer Day to explore educational options
- o Participate in Job Placement's Career Day to secure employment and Labor Market Information
- o Follow up with a Counselor/Educational Advisor one time each semester to discuss progress, plan for future semesters and identify changes in courses/ class substitutions. This will be required in order to continue receiving priority registration.
- o Matriculated steps will be reviewed with the student; Assessment, Orientation, Student Educational Plan, Counseling Appointment to assure students are fully matriculation and securing priority registration.

To increase student staff relationship as well as institutional efficacy, the college should implement the following activities.

- o Engage in student focus groups to obtain timely insight of student challenges, expectation, and trends.
- o Include representatives from departments whose services include degree/certificate support to participate in the Counselor/Advisor and Transfer trainings.
- o Mandate professional development trainings for all personnel to include diversity, equity, and contemporary approaches for providing effective services and education.

STUDENT EQUITY PLAN SUMMARY

INDICATOR: D – DEGREE/CERTIFICATE COMPLETION

INDICATOR DEFINITION: THE RATIO OF DEGREES/CERTIFICATES AWARDED BY GENDER, AGE ETHNICITY, DISABLE STUDENT PROGRAM AND SERVICES, AND ECONOMICALLY DISADVANTAGES STATUS.
EXPLANATION: THE PERCENTAGE OF FIRST-TIME STUDENTS WHO COMPLETED THE REQUIREMENTS FOR ASSOCIATES OF ARTS/SCIENCES DEGREE OR CERTIFICATE WITHIN SIX (6) YEARS.
COHORT: FIRST-TIME STUDENTS WHO COMPLETE SIX (6) OR MORE UNITS AND ATTEMPTED ANY MATH OR ENGLISH COURSE IN THEIR FIRST THREE (3) YEARS.
OUTCOME: COMPLETED THE REQUIREMENTS OR OBTAIN A DEGREE OR CERTIFICATE WITHIN SIX (6) YEARS .

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
 The focal groups experiencing disproportional impact are students age 20-24, Males, and African American students. There are four focal groups, age 25-39, Hispanic, Asian, and DSPS students which showed evidence of ongoing disproportionate impact worth further exploration and identification. These focal groups have three or more cohort groups that are disproportionately impacted. According to the Statewide Student Success scorecard, Bakersfield College is below the state average in all cohorts for degree/certificate completion.

SIGNIFICANTLY DISPROPORTIONATELY IMPACTED
COHORTS ARE:
- Males
- Age 20-25
- African Americans
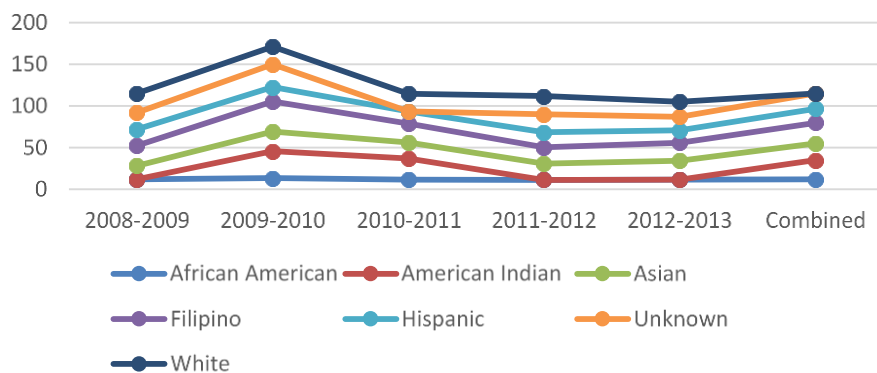
RESOURCES

Academic Advising & Counseling Services
Academic Development Services
African American Male Mentorship Program: (AAMMP) CalWORKs
Disabled Student Programs & Services
EOP&S
Habits of Mind
Job Placement
Mandatory Student Educational Planning
MESA
Professional Development
Transfer Center.

DATA ANALYSIS AND FINDINGS

Indicator D: Degree/Certificate Completion by Ethnicity

ACTIVITIES

Provides services to assist students in obtaining degree/certificate by linking educational goals to employment or transferring as well as to motivate, educate, and support in goal attainment.
 Students:
* Complete a Student Educational Plan
*Complete a status assessment every semester utilizing Degree Works
* Meet with Counselor/Advisor and apply for gradation at 45 units
*Participate in Transfer Day to explore educational options
*Participate in Career Day to secure employment and Labor Market Information

To increase the student- staff relationship as well as institutional efficacy, the college should implement the following activities:
 *Engage in student focus groups to obtain timely and insight to student
 challenges, expectation, and trends.
* Include representatives from departments whose services include degree/certificate support to participate in the Counselor/Advisor and Transfer trainings
*Mandate professional development trainings for all personnel to include diversity, equity, and contemporary approaches for providing effective services and education

GOALS

INCREASE THE DEGREE/CERTIFICATE SUCCESS RATES AMONG MALES, AFRICAN AMERICANS, AND 20-24 AGES STUDENTS TO FALL WITHIN AT LEAST 90% OF THE HIGHEST PERFORMING GROUP WITHIN THE NEXT FIVE (5) YEARS.

OBJECTIVES

Students who plan to transfer with 60 units, should be advised and encouraged to consider completing remaining courses to graduate

Indicator E – Transfer

1. Overview <mark>(Still Need)</mark>

2. Campus Based Research/Data Analysis Findings

Based on our examination of the data for Indicator E: Transfer, we found the following:

Among those students who are transfer prepared, African American students are the most disproportionately impacted, they are ready to transfer at half the rate of their Asian peers, the highest performing group and baseline for comparison. Also disproportionately impacted are transfer-ready Hispanic students and students over 19 years old.

Among those students who have actually transferred, Filipino and Hispanic students are the most disproportionately impacted, transferring at about half the rate of their Asian peers, again, the highest performing group and baseline for comparison. Also disproportionately impacted are students over 19 years old, students with disabilities and students who are economically disadvantaged. It should be noted that students with disabilities and those who are economically disadvantaged are becoming transfer-prepared; they are just not transferring at the same rate.

Data for this indicator comes from the ARCC Student Success Scorecard. In this indicator two specific sub-groups are analyzed: Transfer-Prepared and Transferred. These sub-groups are defined as follows:

Transfer-Prepared – First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" by the completion of 60 UC/CSU transferrable units with a 2.0 GPA or better.

Transferred -- First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college.

Five cohorts have been tracked from 2003-2013 for each of these two sub-groups. Furthermore, these sub-groups are analyzed below in greater detail by gender, age, ethnicity, disability status, and economic disadvantage status.

TRANSFER BY GENDER:

There is no disproportionate impact based on gender, however, it should be noted that there are slightly more transfer-ready females, yet males transfer at a slightly higher rate.

Transfer-Prepared – There is no disproportionate impact based on gender, although overall females are ready at a slightly higher transfer rate than males (28.6% female versus 27.0% male). Across all cohorts females are slightly higher with the exception of the 2006-2007 cohort where males transferred at a slightly higher rate (29.1% versus 28.5%).

Transferred - There is no disproportionate impact based on gender, although overall males have a very slightly higher transfer rate than females (31.7% males versus 30.7% females). In all cohorts males are slightly higher with the exception of the 2004-2005 cohort where females transferred at a slightly higher rate (33.2% versus 32.5%).

TRANSFER BY AGE:

Whether transfer-ready or have already transferred, only those students aged 19 or younger are not disproportionately impacted. All other age groups are experiencing disproportionate impact.

Transfer-Prepared –Only students age 19 or younger are not disproportionately impacted, while all other age groups are disproportionately impacted throughout the five cohorts. It should be noted that the group of students who are 19 or younger are by far the largest group of students; ten times larger than the next largest group, students who are age 20-24. The highest disproportionately impacted group is most frequently those students age 20 to 24; transferring at the lowest rates with the exception of the 2006-2007 cohort where students 25 to 39 transferred least. Utilizing the 80-percent index, the table below clearly demonstrates the divide among students who are 19 and younger and their older peers.
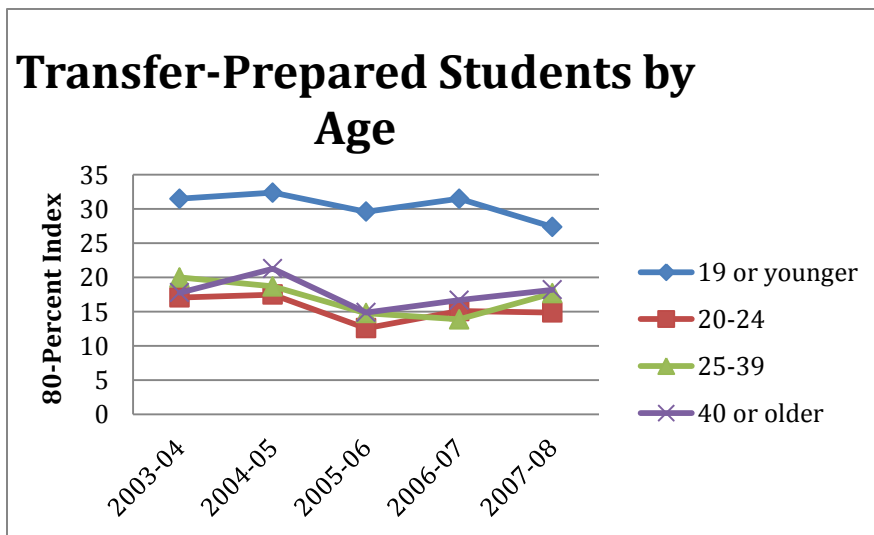
Students age 19 and younger are transfer ready more frequently than their older peers. *Source*: ARCC Student Success Scorecard Data.

Transferred – Students who are age 19 and younger are also the only age group not disproportionately impacted when it comes to those who have transferred. This holds true for all 5 cohort years, and across both indices. When looking at all cohorts combined, students who are ages 25-39 are the most disproportionately impacted; they transfer at about half the rate (15.8%) of their age 19 and younger peers (34.1%). Students who are 20-24 transfer at about the same rate

as those who are 40 or older (17.9% versus 17.6%), although both groups are also
disproportionately impacted.

Transferred by Age

A line chart titled "Transferred by Age" with y-axis "80-Percent Index" ranging from 0 to 40, and x-axis showing years 2003-04, 2004-05, 2005-06, 2006-07, 2007-08. Four series are plotted: "19 or younger", "20-24", "25-39", and "40 or older".
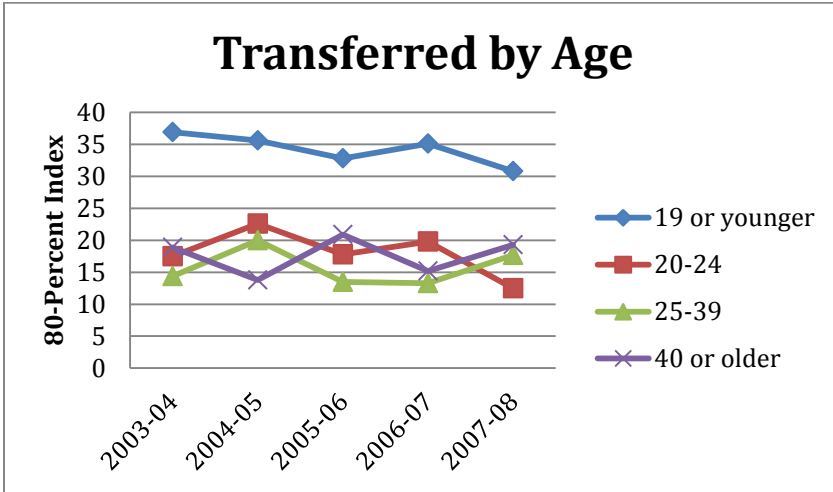
Students age 19 and younger transferred more frequently than their older peers. *Source:* ARCC
Student Success Scorecard Data.

As shown in the table above, when looking at the cohorts individually, a slightly different tale is
told. Students age 25 to 39 are still most frequently the age group with the lowest transfer rates.
Of the students age 25-39, the cohorts who transferred the least were 2003-2004, 2005-2006 and
2006-2007. However, in the 2004-2005 cohort, students age 40 or older transferred the least, less
than half of the highest performing group (age 19 or younger). In the 2007-2008 cohort, students
age 20 to 24 were the least successful group, transferring only 12.5% of the time compared to
30.8% for the highest performing group.

Transfer-Prepared by Ethnicity
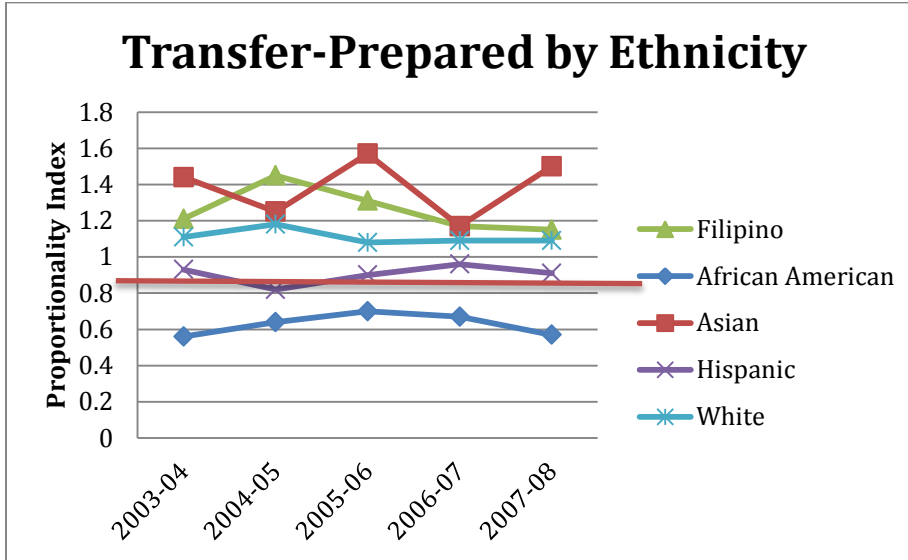
Students who are Hispanic and African American are disproportionately impacted when it comes to being transfer ready. *Source*: ARCC Student Success Scorecard Data.

Transfer-Prepared –When looking at the 80-percent index, it appears that most ethnicities are disproportionately impacted except for Asian, Filipino and White. However, as shown in the table above, when compared to themselves using the Proportionality Index, only African American and Hispanic students are disproportionately impacted across all five cohorts. According to both indices, African Americans are the most disproportionately impacted, being transfer-ready at less than half the rate of their Asian peers (17.6% versus 38.4% respectively).
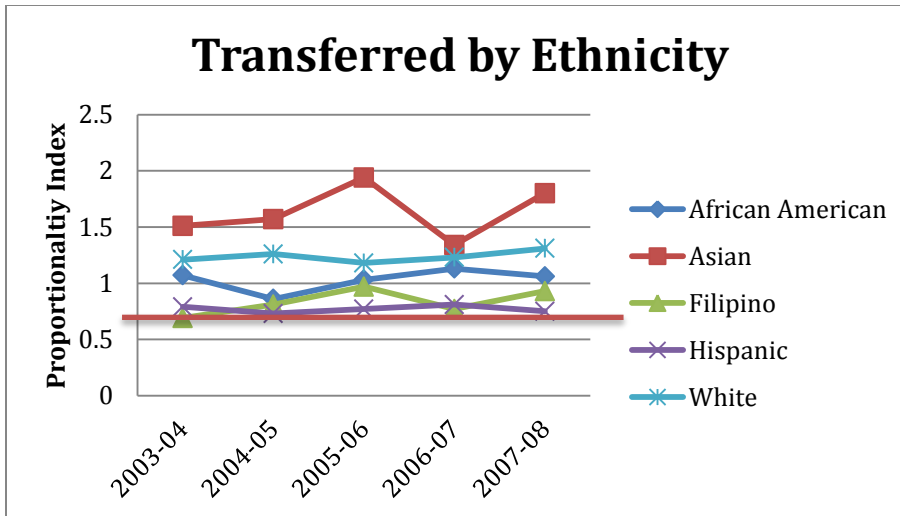
Transferred by Ethnicity

Students who are Hispanic and African American are disproportionately impacted when it comes to being transfer ready. *Source*: ARCC Student Success Scorecard Data.

Transferred - When looking at the 80-percent index related to ethnicity, it appears that all ethnicities are disproportionately impacted with the exception of students who are Asian or Pacific Islanders. However, when comparing the groups against themselves using the Proportionality Index a different story is told. According to the Proportionality Index, as shown above, only Hispanic and Filipino students are disproportionately impacted. These students tend to transfer at about half the rate (26.1% and 23.9%) of their peers who are Asian (50.5%) which is the highest performing group. This is true across all cohort years, with one exception, 2004-2005, when African American students were also disproportionately impacted.

TRANSFER BY DSPS STATUS:

Transfer-Prepared – There is a trend of disproportionate impact among the transfer-prepared students with disabilities, but the trend is not consistent across all 5 cohorts. Students with disabilities in the 2004-2005 and 2007-2008 cohorts are not disproportionately impacted; being transfer-ready at only a slightly lower rate than their non-disabled peers.

Transferred - Students with disabilities transferred 30% to 50% less than their non-disabled peers, and as such they are disproportionately impacted. This is true across all 5 cohort years.

TRANSFER BY ECONOMICALLY DISADVANTAGED STATUS:

Transfer-Prepared –Students who are economically disadvantaged, yet transfer-prepared, do not show a trend of disproportionate impact. When looking at the 80-Percent Index students in the 2003-2004 and 2004-2005 cohorts show slight disproportionate impact, while the next three cohort years show no disproportionate impact at all. When looking at the Proportionality Index, no cohort shows disproportionate impact.

Transferred – While they are not impacted getting transfer-prepared, students who are economically disadvantaged transferred at a lower rate than their non-disadvantaged peers, and they are also disproportionately impacted. This is true across all 5 cohort years. Students who are economically disadvantaged transferred about 1/3 less than their non-disadvantaged peers.

GOALS

1. Increase the transfer preparedness rates among Hispanic, African American and students over age 19 to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.

2. Increase the transfer success rates among Hispanic, Filipino and students over age 19 to fall within at least 90% of the highest performing group (HPG) within the next four (4) years.

OBJECTIVES

1. To identify and address barriers that affect how Hispanic, African American and Filipino students experience resources and activities related to Transfer.

2. To identify and address barriers that affect how students over 19 years old experience resources and activities related to Transfer.

3. To continue to provide adequate course offerings and support services for Transfer to all students.

ACTIVITIES

1. **Transfer Portal**: Online tab located in the Inside BC account, which provides BC students with current and accurate information about transferring to and connecting with universities.

2. **Transfer Boards**: Two locations (SS building- outside/inside). The Transfer Boards serve as Campus Community billboards to introduce, promote, and encourage transfer from BC to beyond (CSU, UC, Private U, Out of State, etc.). In many cases, these boards are the first point of contact to provide BC students with current information vital to their transfer, such as: Application dates, Deadlines, Online tools/resources to research and obtain university information, workshops held on the BC campus, University representative visits, and off campus University preview days.

3. **Transfer Table**: The Transfer Table is located inside the Counseling Center student lobby, next to the front counter/student check-in, and across from the Transfer Counselor's office. All University pamphlets, brochures, handouts, folders, and additional University promotional materials are acquired via conferences and direct requests (emails & phone calls) are displayed for students to discover new possibilities and plan for transfer. Also, Student Education Plan's (blank) are available.

4. **Transfer Tuesdays**: In order to promote and encourage a culture of transfer seeking students, the Transfer Center designated Tuesday as the identified day for all Transfer Day/Evening events on both the BC Main and Delano campuses.

5. **Transfer Day**: Two Transfer Days are held each semester, mid-day, with representatives/tables available to meet with and/or advise BC students from campuses such as CSU Bakersfield, CSU Fresno, University of LaVerne, National University, UC Merced, etc.

6. **Transfer Awareness Week**: One assigned week per semester (Fall-September and Spring-February), designed to inform, assist, and support students in their quest for transfer. Workshops provided by both BC Transfer Counselor and University representatives, including CSUB's Onsite Admission Days.

7. **Transfer Workshops**: Specific to the need of the student at each stage of his/her academic quest: "From BC to Beyond," "Strategizing Your Transfer," "A Tale of Two Universities," TAG- You're IT!" "What's New in CSU," "UC for Me!" "ABC's of Transfer," "I'm Admitted, Now What?"

8. **CSUB/BC Onsite Admission Days**: Two days designated in fall and spring, accommodating all BC students whom are eligible to transfer. CSUB Admission personnel utilize the Fireside Room in order to meet with BC students, review unofficial or official transcripts, assist with the completion of a CSU application, and provide Conditional Admissions to the University-all at BC!

9. **BC/CSUB Satellite Office**: CSUB Transfer Advisors are located inside the BC Counseling Center 3-4 days a week, accepting both walk-in students and offering students the ability to schedule appointments for transfer plans, transcripts review, and admissions.

10. **CAL Soap Making It Happen**: Onsite event at BC in February, serving 500 local high school students in Kern County, personally assisting/walking students through to the completion of the steps of matriculation: Orientation, Abbreviated Ed Plan, Advising, Assessment.

11. **Classroom presentations**. Abbreviated workshops as classroom presentations based on the topics in #7 above.

12. **Orientation**: The Transfer Center has added the transfer component (ADT's) to the Orientation, also available online.

13. **New! Parent Orientation**: The Transfer Center is currently in the process of assisting in the development of a Parent Orientation, which will provide parents/guardians with

information/tools/materials necessary to support their child and the BC Campus Community in the on-going development of BC's Culture of Transfer

STUDENT EQUITY PLAN SUMMARY

INDICATOR E: TRANSFER

THE RATIO OF THE NUMBER OF STUDENTS BY POPULATION GROUP WHO COMPLETE A MINIMUM OF 12 UNITS AND HAVE ATTEMPTED A TRANSFER LEVEL COURSE IN MATH OR ENGLISH, TO THE NUMBER OF STUDENTS IN THAT GROUP WHO ACTUALLY TRANSFER AFTER ONE OR MORE (UP TO SIX) YEARS.

CAMPUS BASED RESEARCH

DISPROPORTIONATE IMPACT:
The data below indicates that Hispanic students are disproportionately impacted related to transfer, regardless of whether or not the student is considered 'transfer-prepared.' Students who are Filipino, but not considered Transfer-Prepared, are disproportionately impacted related to transfer.
Students who are African American and considered Transfer-Prepared are also disproportionately impacted.
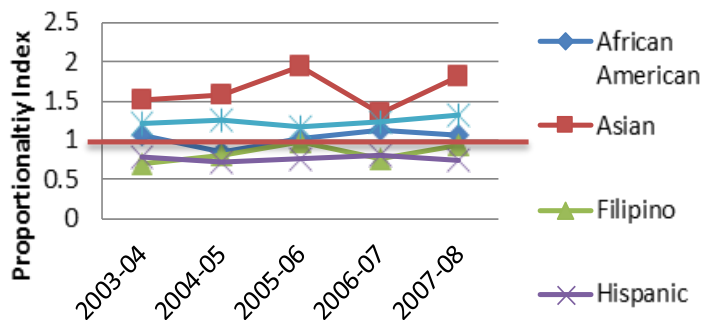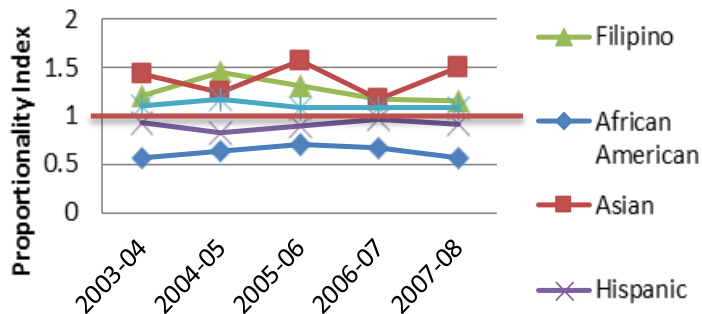
RESOURCES

Educational Practices
　Faculty Development
Policies
　AA-T/AS- T

Special Programs
　MESA
　DSPS
Organizational Structures
　Student Support Services

ACTIVITIES

1. Transfer Portal: On BC webpage
2. Transfer Boards: Centrally located in the Student Services Building
3. Transfer Table: Inside the Counseling Center
4. Transfer Tuesdays: All transfer events will take place on Tuesdays.
5. Transfer Day: Two Transfer Days are held each semester and bring in reps from various campuses
6. Transfer Awareness Week: One week per semester (Fall-September and Spring-February)
7. Transfer Workshops: Specific to the need of the student at each stage of his/her academic quest
8. CSUB/BC Onsite Admission Days: Two days designated in fall and spring
9. BC/CSUB Satellite Office: CSUB Transfer Advisors are located inside the BC Counseling Center
10. CAL Soap Making It Happen: Onsite event at BC in February, serving 500 local high school students
11. Classroom presentations. Abbreviated workshops as classroom presentations
12. Orientation: The Transfer Center has added the transfer component (ADT's) to the Orientation, also available online.
13. New! Parent Orientation: will provide parents/guardians with information, tools and materials necessary to support their child and the BC Campus Community in the on-going development of BC's Culture of Transfer

GOALS

Increase the transfer success rates in the next four years for Hispanic students to 50.5% for transfer students and 38.4% for transfer-prepared, the success rates of the highest performing group.

Fall 2012	Fall 2015	Fall 2016	Fall 2017	Fall 2018
20.9% (t)	29%	36%	43%	50.5%(t)
23.1% (tp)	27%	31%	35%	38.4%

OBJECTIVES

- **To identify barriers that affect how Hispanic students experience resources related to Transfer.**
- **To continue to provide adequate course offerings and support services for Transfer.**

III. Resources:

Bakersfield College is committed to providing equitable support of all students, and is making a concerted effort to assist historically underserved student populations those who have experienced a disproportionate impact of services and/or student outcomes. Bakersfield College is in full support and pursuit of ACCJC's Accreditation Standard I.B.6. "The institution disaggregates and analyzes outcomes for subpopulations of students important to its mission. When the institution identified performance gaps, it implements strategies, which may include human and fiscal resources, to mitigate those gaps and evaluate the efficacy of those strategies.

As an 'Achieving the Dream' institution, Bakersfield College is committed to implementing a student-centered model of institutional improvement. As such, Bakersfield College is committed to "eliminating achievement gaps among student groups, including students of color and low income students while improving outcomes for all students. When an achievement gap exists, institutions engage faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students' unique needs. Colleges establish an educational environment where all students have the best opportunities to succeed. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement." (www.AchievingTheDream.org)

Bakersfield College is currently employing, or in the process of implementing, various interventions, programs, services, and initiatives to address the achievement gaps in student success and completion, especially among African American students who have experienced a disproportionate impact.

Support services, programs and initiatives to assist disproportionately impacted students attain higher rates of course completion and success includes:

- **African American Male Mentoring Project: (AAMMP)** provides student focused activities to improve the quality of life while synchronously enhancing and advancing educational opportunities for African-American males by: increasing their participation in the college experience, increase retention rates, increase academic productivity as well as graduation and transfer rates. Members participate in community outreach activities, mentor youth, promotes accountability, and personal and professional development.

- **Academic Development Services:** The Bakersfield College Academic Development Department provides quality developmental education in a supportive environment in order for students to achieve academic, personal, and occupational success. Academic Development promotes its mission by:
    o Preparing students to become independent, lifelong learners.
    o Offering coursework that increases retention and success rates in academic, vocational education and basic skills courses.

- o Continuing to work with employers and support workforce retraining.
- o Respecting diverse talents and learning styles.
- o Communicating high expectations through active learning within a collaborative setting.
- o Evaluating curricula to respond to student and community changes.
- o Sharing our knowledge and skills within the college community.

- **Habits of Mind:** Habits of Mind is an initiative that strives to show students it's POSSIBLE at Bakersfield College. Using the acronym POSSIBLE (Persist, Organize, Strive for Excellence, Stay Involved, Innovate, Be Focused, Learn for Life, Emphasize Integrity), students are shown various tools and resources to help them succeed at Bakersfield College.

- **Learning Center:** The Jerry Ludeke Learning Center offers a variety of learning opportunities, well-trained instructors and tutors, reading, math, and writing classes, learning and study skills courses, open-entry math classes, a basic skills computer lab, proofreading services, and FREE Critical Academic Skills (CAS) workshops. For students who wish to improve their memory, note-taking or test-taking skills, the Learning Center has short-term classes and free workshops in these and other study skills subject areas. Individuals may enroll in an open-entry/open exit math class in the Learning Center. The math lab offers courses in arithmetic, pre-algebra, elementary algebra and intermediate algebra. In the lab, students work at their own pace; they study and test independently in a pleasant and relaxing environment.

- **Writing Center:** Open to all students, the Bakersfield College Writing Center allows students to craft their writing in every stage of the writing process: from invention and structure to style and mechanics. The Writing Center offers students the opportunity to work through their writing processes and improve on long-range and short-term writing tasks by participating in student-led, one-on-one sessions facilitated by a writing consultant who, along with the student, aims to identify strengths and weaknesses in the student's work with the goal of helping the student acquire life-long skills for writing independence. The Writing Center's services complement classroom instruction or instructor's office hours. Writing Center Consultants engage students in discussions about their writing and serve as an inquisitive and thoughtful audience for them. The goals of the Writing Center include:

  - o Help produce independent student writers

  - o Help advance critical thinking and writing skills in student writers

  - o Promote student learning through writing

- o Work in collaboration with professors and instructors who require writing assignments across the curriculum

- **Critical Academic Skills (CAS) Workshops:** CAS Workshops are free to all BC students and offer active learning tips and strategies to support students' acquisition of academic skills, thereby enhancing students' success.

- **English for Multilingual Students:** The English for Multilingual Students program welcomes local bilingual/bicultural students seeking to improve their language skills, as well as English language learners from around the world. The program is designed to equip English learners with language skills required for academic work at the college or university level. The mission of the English for Multilingual Students (EMS) Department is to help our students develop critical thinking skills as well as become fluent speakers, listeners, readers, and writers of the English language in order to succeed in and contribute to the academic, professional, and social settings of their choosing.

- **Math, Engineering, Science, Achievement (MESA):** MESA Community College Program (MCCP) is one of the country's oldest programs that provides academic support to educationally disadvantaged students so they can excel in math and sciences studies and graduate with degrees in engineering, science and technology. MCCP is a rigorous academic support program that strives to increase the number of educationally disadvantaged community college students who transfer to four-year institutions and earn a degree in math-based, science-based, engineering or computer science fields.

- **Academic Advising & Counseling Services:** The Counseling Department is committed to promoting student success by assisting students with educational planning and strategies for navigating higher education, as well as assistance with career choices. Academic Advising and Counseling at Bakersfield College is an on-going, intentional, educational partnership dedicated to students' academic success. The college is committed to an academic advising and counseling system that guides students to:
  - o Discover and pursue life goals;
  - o Support diverse and equitable educational experiences;
  - o Advance students' intellectual and cultural development; and
  - o Teach students to become engaged, self-directed leaners and competent decision makers.
  - o Assessment Testing Prep
  - o Multiple Measures Assessment and Placement
  - o SARS-Alert

- **Assessment Testing Prep: ACCU Placer**: Bakersfield College is changing from Compass to Accuplacer for the college's placement testing and will be conducting at least one test session at each high school in the service area for the following reasons:

  o The College tested students from 8 local high schools in spring 2014. The data revealed that testing on the high school campuses, with the same tests and procedures produced increased placement in the college level courses, particularly in math and less so in English. Reading placement testing remained the same. Students placing into transferable college-level math increased 8% (from 3% in the first 3 months of 2013 to 12% in the first 3 months of 2014) and a 2% increase in English (29% in the first 3 months of 2013 to 31% in 2014 placing into college level English 1A) a 2% increase. This represents a 200% increase in students placed into college level math (199 students) and although a smaller increase in English a statistically significant improvement (affecting 67 students).

- **New Student Orientation:** The New Student Orientation Program is designed to facilitate students' transition to Bakersfield College. Students learn information about college academic majors, policies and important dates, and how to be successful at Bakersfield College.

- **Extended Opportunity Programs and Services (EOP&S):** EOP&S is a state-funded program that serves students from low-income, educationally disadvantaged backgrounds. Services include academic, career, and personal counseling, peer mentoring, financial aid advising, scholarship information, transfer assistance, grant checks and other support services.

- **Cooperative Agencies Resources for Educations (CARE):** CARE offers additional grants and/or services to full-time students who are single parents, AFDC recipients, and have at least one child under the age of fourteen. Participants must qualify for financial aid.

- **Disabled Student Programs & Services (DSP&S)** helps the college in ensuring that equal access to students with disabilities' educational programs and services are provided; assists the college with compliance to regulations and policies relating to students with disabilities; and provide support services and academic accommodations to students with disabilities in an effort to create equitable participation as their non-disabled peers within the learning environment as supported by our College's Mission and Student's Excellence Strategic Initiative.

Our mission is providing access to a diverse student population is embedded in the philosophy of Bakersfield College (BC). We recognize disability as an aspect of diversity that is integral to society and to the campus. (Alternate Media and LD Testing, Interpreters)

- **California Work Opportunity and Responsibility to Kids (CalWORKS):** The Bakersfield College CalWORKs office serves students who participate in Kern County's welfare to work CalWORKs program. Services available for qualified students include child care referrals, work-study or work experience, on the job training, advocacy, academic counseling, and referrals to other campus services. Funded by the California Community College Chancellor's office, BC CalWORKs staff coordinate services for students with other campus faculty and staff, and county case managers to promote student success and self-sufficiency.

- **Childcare:** The Child Development Center at Bakersfield College (CDC) offers a student service with the primary goal of providing a comprehensive child development program that serves student families and their children. The Child Development Center provides the time and support to assist student families in achieving their chosen academic/career goals. The CDC demonstration laboratory classrooms offer a model of best practices in early childhood education while providing students learning opportunities through observation and on-floor interactions with young children and their families. The centers are licensed through the California Department of Social Services. All teachers are professionally trained in the field of early childhood education, and are certificated through the California Commission on Teacher Credentialing. Placement in the program is made according to state priorities and date of application. The program is designed for income eligible families who are enrolled in college courses leading to a specific career/professional goal.

- **Student Health Center:** Students are entitled to the services of the Health Center provided by a full-time registered nurse and a physician available part-time. There is student insurance coverage for campus-related injuries. The goal of the Health Center is to help students maintain a state of optimum health, both mental and physical. This is achieved by emergency first aid treatment, counseling, physical consultation, and general medical and physical attention.

- **Transfer Center:** The Bakersfield College Transfer Center is designed to help students throughout each step of their transfer experience to ensure a smooth and positive transition. The BC Transfer Center supports student transfer by facilitating transfer events

as well as the distribution of current transfer information about colleges and universities through student appointments, workshops and online and written materials. The Center promotes student contacts with university admissions representatives and works in partnership with several BC programs to boost underrepresented students successful transfer to colleges and universities. A variety of resources are available, including:

- Academic Counseling

- Guidance in researching and selecting a transfer institution
- Individual appointments with representatives from the UC, CSU and independent colleges and universities
- Transfer workshops, including application and Transfer Admission Guarantee (TAG)
- Transfer Admission Agreements with UCs and some private colleges
- A library of catalogs and college publications
- Information on important dates and deadlines
- Computer software for college research

- Transfer Fairs

- **Financial Aid:** Financial aid consists of funds awarded to students to help meet their educational expenses. It can also provide students with the opportunity to earn money to help cover their expenses. There are several types of aid offered at Bakersfield College, which are funded from federal and state agencies and private organizations. The major types of financial aid include scholarships, grants, loans and work study.

- **Multiple Measures Assessment and Placement:** Multiple measures further improved the placement of 68% of students (307/454), some students were bumped in more than one discipline (e.g. English & Math or even English, Reading and Math).

  - Accuplacer allows the multiple measures based on English grades, high school GPAs, number of years of English and Math taken, recency of English and Math courses. Those multiple measures can be applied automatically during the testing process.
  - Counselors will still have the ability to apply additional multiple measures, especially for non-traditional students.
  - The college will continue to analyze the results of the testing and multiple measures to ensure that there are no disproportionate impacts on any group.

- **Making It Happen (Faculty Mentoring Program)**: Bakersfield College is testing interventions for student success through a longitudinal pilot program beginning in summer 2014 with 454 students through the California Student Opportunity and Access

Program (Cal-SOAP) in basic skills math and English. The College strives to improve completion/graduation rates by helping students make full use of point-of-entry and matriculation services, with ongoing student services

- **Athletics and support** <mark>(Still Need)</mark>

- **SARS-Alert:** The system is an early alert referral system that helps promote student success and retention. It is a web-based software enabling faculty and staff to identify students who are having difficulties and connect them with campus services that can provide appropriate campus interventions.

- **Mandatory Student Educational Planning:** All BC students are required to develop an educational plan that reflects their academic goals and pursuits while at BC. Additionally, all students are required to declare an educational goal when they apply to Bakersfield College and they must create their own personal educational plan their first semester in order to maintain priority registration.
  - Mandatory advising and follow-up services

- **Mandatory new student orientation**: The BC new student 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). The purpose of orientation is to welcome new students into the Bakersfield College community. Students will have the opportunity to interact with current and new students who will become a 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 actually the brand that we are applying to all of our matriculation services so students are constantly reminded that they can achieve success with their educational and career goals.

- **Mandatory advising**: The Counseling and Advising Center as well as other departments on campus that provide counseling (EOP&S, CARE, CalWORKs, CTE, Allied Health, Athletics, STEM, MESA and Academic Development) offer variety of service delivery methods to assist students with counseling, advising as well as abbreviated and comprehensive educational planning that includes:
  - 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 educational advising

- Career and Major Workshops
- A variety of Transfer Assistance Workshops
- Educational Planning Workshops by major
- Student Development courses
- Visits to classrooms
- "Get an SEP" campaign
- Online "Ask a Counselor" email service

- **Professional Development:** Faculty and staff development on the issue of student equity and early intervention through the coordination of annual Student Equity Conferences in our region.

- **Renegade Food Pantry:** The Student Government Association at Bakersfield College saw a growing need to serve impoverished students through the development of the Renegade Pantry. The Pantry's main goal is to help maintain the health and welfare of Bakersfield College students through organized college, community sponsorships and donations of nonperishable food items.

- **Veterans Services:** Bakersfield College is approved as an institution of higher learning for the training of veterans and veterans' dependents entitled to educational assistance. BC will grant credit to veterans for specific service experience and certain educational training completed while in service. All educational opportunities and personnel services offered in the college are available to the veterans.

- **Safe Space:** The Bakersfield College Safe Space program was created by the SGA as a way for members of our College to create a supportive environment for the LGBTQ community. "Safe Spaces" are places on our campuses where the college representatives have decided to publicly identify themselves as making an effort to understand and support the needs of the LGBTQ community.

- **Associates of Arts/Science – Transfer**. Signed into law in 2010, SB 1440 requires campuses to develop more pathways to transfer through the development of AA/AS – T. These new associate's degrees make the path much clearer to get an associate's degree and to transfer to a Cal State campus with junior status.

- **Job Placement:** Provides career advising, assist students in selecting a major, job readiness workshops, job placement on-campus and off-campus, and Labor Market Information.

- **At-Risk Interventions:** In order to meet the needs of At-Risk student populations, the Counseling and Advising Department, the Academic Development (Basic Skills) Department, the Habits of Mind and Making It Happen (MIH) faculty mentors and staff work closely together to provide early support services and interventions. At-Risk new students in the orientation and at the Counseling ASEP workshops are:
  - Directed to take a student development course in their first semester.
  - Encouraged to participate in an Academic Development Summer Bridge Program.
  - Directed to begin their math and English remediation their first semester.
  - Enroll in Student Success study skills courses in such subjects as:
    - Notetaking
    - Time Management
    - Textbook Reading
    - Test Taking Strategies
    - Memory
    - Vocabulary
  - Watch Student Success Habits of Mind "It's POSSIBLE" videos.
  - Participate in Peer tutoring sessions.
  - Visit the Student Success Lab, Writing Center, Math Lab, and library research workshops for assistance with courses and building skills.
  - Urged to attend Critical Academic Skills Workshops (CAS) as needed.

- **Black Excellence in Engineering Science and Technology (B.E^2.S.T):** Bakersfield College is an affiliate of the National Society of Black Engineers. B.E^2.S.T strives to increase the number of culturally responsible minority engineers and scientists who excel academically, succeed professionally, and positively impact the community.   Students of B.E^2.S.T attend NSBE enrichment activities and conferences; visit universities and review curriculum; network and job shadow local black engineers; and organizes community activities with STEM students from California State University, Bakersfield and Taft Community College.

- **African-American Success through Excellence and Persistence (ASTEP):** is aimed at African-American students who are part of *Making It Happen!* to undergird their

academic success by drawing on their cultural heritage.   ASTEP offers mentoring to build meaningful connections with Faculty and Staff to increase student's participation in collegial activities and retention; access community connections and resources; and organizes field trips that increase awareness and encourage students to reach their goals.

- **Scholarships:** The Bakersfield College Financial Aid Office offers scholarships to high school seniors and current Bakersfield College students. Scholarships are awarded on academic achievement, community involvement or extra-curricular activities and/or financial need. Gifts and endowments from private individuals, corporations, community organizations, and other foundations fund scholarships.

- **Work-Study, creating opportunities:** Offers an opportunity for students to obtain a job to earn money to help pay educational expenses.

Resources	Indicator A: Access	Indicator B: Course Completion	Indicator C: ESL and Basic Skills Completion	Indicator D: Degree and Certificate Completion	Indicator E: Transfer
AAMP	X	X	X	X	X
Academic Development Services					
Habits of Mind		X	X	X	X
Learning Center		X	X	X	X
Writing Center		X	X	X	X
Critical Academic Skills (CAS) Workshops		X	X	X	X
English for Multilingual Students		X	X	X	X
MESA		X	X	X	X
Academic Advising & Counseling Services		X	X	X	X

Assessment Testing Prep		X	X	X	X
New Student Orientation		X	X	X	X
EOP&S	X	X	X	X	X
CARE	X	X	X	X	X
DSP&S	X	X	X	X	X
CalWORKs	X	X	X	X	X
Childcare	X	X	X	X	X
Student Health Center		X	X	X	
Transfer Center		X	X	X	X
Financial Aid	X	X	X	X	X
Multiple Measures Assessment and Placement		X	X	X	X
Making It Happen (Faculty Mentoring Program):	X	X	X	X	X

Athletics and support		X	X	X	X
SARS-Alert		X	X	X	X
Mandatory Student Educational Planning	X	X	X	X	X
Mandatory new student orientation	X	X	X	X	X
Mandatory advising and follow-up services		X	X	X	X
Professional Development	X	X	X	X	X
Renegade Food Pantry:	X	X	X	X	X
Veterans Services	X	X	X	X	X
Safe Space		X	X	X	X
Associates of Arts/Science – Transfer		X	X	X	X
Job Placement	X	X	X	X	X

At-Risk Interventions		X	X	X	X
National Society of Black Engineers		X	X	X	X
A Step Program		X	X	X	X
Scholarships, economically disadvantaged	X	X	X	X	X
Work-Study, creating opportunities	X	X	X	X	X

IV. Budget:

V. Evaluation and Schedule Process

The Student Equity Plan will be reviewed/assessed annual through the college Program Review Process by the Student Equity Coordinator who will track the student success indicator performances with all parties/programs involved.

Student Success Indicator A: Access

Objective	Indicator/Performance Measure	Activity	Data Source
To identify and address barriers that affect access to higher education for male students.		Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities. Strengthen college representation in the high schools through partnerships. Enhance orientation and counseling efforts to impacted groups. Promote career pathways and opportunities in the college literature along with targeted events.	
To incorporate adequate outreach and supportive services for male students.		Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities. Strengthen college representation in the high schools through partnerships. Enhance orientation and counseling efforts to impacted groups. Promote career pathways and opportunities in the college literature along with targeted events.	
Identify and address barriers in services and		Develop a comprehensive plan to better coordinate	

the delivery of services to address non-traditional student needs.		in-reach, outreach and recruitment activities. Enhance orientation and counseling efforts to impacted groups. Promote career pathways and opportunities in the college literature along with targeted events.	
To have the service area reflect the student population.		Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities. Strengthen college representation in the high schools through partnerships. Enhance orientation and counseling efforts to impacted groups. Promote career pathways and opportunities in the college literature along with targeted events.	
To redefine, brand and align the college mission, vision and values to mirror the community and promote higher education.		Develop a comprehensive plan to better coordinate in-reach, outreach and recruitment activities. Strengthen college representation in the high schools through partnerships. Enhance orientation and counseling efforts to impacted groups.	

APPENDIX 1: Student Equity Plan Data

Prepared by the District Institutional Research Department, Kern Community College District

Bakersfield College

(Indicator A - Access) Service Area Population vs. Student Population

The Proportionality Index measure is shown below for the Service Area Population vs. Student Population element. This element is only reviewed with the Proportionality Index
  because unlike other elements, population does not have an 'outcome' to measure.

Source: Economic Modeling Specialists International (EMSI) was used for Service Area Population and the internal reporting system (ODS) was used for Student Population.

Proportionality Index	2008			2009			2010			2011			2012		
	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index	ServArea %	Student %	Proport. Index
Female	47.5%	55.5%	1.17	47.6%	53.8%	1.13	47.6%	54.3%	1.14	47.5%	54.6%	1.15	47.5%	53.9%	1.13
Male	52.5%	44.2%	0.84	52.4%	46.0%	0.88	52.4%	45.4%	0.87	52.5%	44.9%	0.86	52.5%	45.4%	0.86
19 or Younger*	5.6%	25.6%	4.60	5.6%	26.4%	4.74	5.5%	24.7%	4.52	5.3%	24.2%	4.55	5.2%	24.2%	4.66
20 to 24 years	12.9%	31.8%	2.48	12.9%	33.0%	2.56	13.0%	34.8%	2.68	13.3%	36.5%	2.75	13.4%	37.1%	2.76
25 to 39 years	35.2%	29.2%	0.83	35.0%	29.0%	0.83	34.8%	28.9%	0.83	34.7%	28.0%	0.81	34.9%	28.1%	0.81
40 or Older*	46.4%	13.4%	0.29	46.5%	11.6%	0.25	46.7%	11.5%	0.25	46.7%	11.3%	0.24	46.5%	10.6%	0.23
African American	5.9%	7.1%	1.20	5.9%	7.4%	1.26	5.8%	7.6%	1.30	5.8%	7.2%	1.24	5.8%	6.0%	1.04
American Indian	0.8%	1.1%	1.41	0.8%	0.9%	1.18	0.7%	0.8%	1.08	0.7%	0.6%	0.83	0.7%	0.5%	0.71
Asian/ Filipino	4.5%	5.2%	1.16	4.6%	5.1%	1.12	4.6%	4.6%	0.99	4.7%	4.3%	0.92	4.7%	4.3%	0.91
Hispanic	49.1%	48.6%	0.99	49.9%	50.1%	1.00	50.9%	52.8%	1.04	51.8%	55.6%	1.07	52.7%	58.0%	1.10
Pacific Islander	0.1%	0.3%	2.55	0.1%	0.2%	1.74	0.1%	0.2%	1.63	0.1%	0.2%	1.63	0.1%	0.1%	0.81
White	38.9%	33.3%	0.86	38.1%	32.3%	0.85	37.0%	30.4%	0.82	36.1%	28.0%	0.78	35.2%	26.3%	0.75
Two or More Races	0.7%	1.5%	2.27	0.7%	2.0%	2.83	0.8%	2.6%	3.40	0.8%	3.0%	3.87	0.8%	3.3%	4.03

* Population age is limited to adults between the ages of 18 and 65.

Bakersfield College

(Indicator B - Course Completion) Successful Course Completion by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS); **Source Explanation:** Data includes grades counted in the Retention and Success calculations. The denominator includes grades of A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09		2009-10		2010-11		2011-12		2012-13	
	Success Rate	80% of Top Rate: 52.7%	Success Rate	80% of Top Rate: 52.7%	Success Rate	80% of Top Rate: 51.7%	Success Rate	80% of Top Rate: 54.0%	Success Rate	80% of Top Rate: 54.6%
Female	65.1%	ok	65.7%	ok	64.1%	ok	65.0%	ok	67.7%	ok
Male	65.9%	ok	65.9%	ok	64.6%	ok	67.4%	ok	68.3%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	ok	68.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09			2009-10			2010-11			2011-12			2012-13		
	% in Denomin- ator	% of Successful Grades	Proport. Index	% in Denomin- ator	% of Successful Grades	Proport. Index	% in Denomin- ator	% of Successful Grades	Proport. Index	% in Denomin- ator	% of Successful Grades	Proport. Index	% in Denomin- ator	% of Successful Grades	Proport. Index
Female	56.7%	56.4%	0.99	55.2%	55.1%	1.00	55.3%	55.1%	1.00	55.9%	55.0%	0.98	55.5%	55.3%	1.00
Male	43.0%	43.2%	1.01	44.6%	44.7%	1.00	44.4%	44.6%	1.00	43.7%	44.6%	1.02	44.0%	44.2%	1.00

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) Successful Course Completion by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS);   **Source Explanation**: Data includes grades counted in the Retention and Success calculations. The denominator includes grades of A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09		2009-10		2010-11		2011-12		2012-13	
	Success Rate	80% of Top Rate: 59.1%	Success Rate	80% of Top Rate: 58.8%	Success Rate	80% of Top Rate: 56.8%	Success Rate	80% of Top Rate: 57.4%	Success Rate	80% of Top Rate: 59.6%
19 or Younger	60.8%	ok	63.4%	ok	62.3%	ok	64.6%	ok	65.5%	ok
20 - 24	64.7%	ok	63.7%	ok	62.2%	ok	63.6%	ok	65.9%	ok
25 - 39	70.7%	ok	69.7%	ok	67.9%	ok	69.8%	ok	72.8%	ok
40 or Older	73.9%	ok	73.5%	ok	71.0%	ok	71.8%	ok	74.4%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	ok	68.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09			2009-10			2010-11			2011-12			2012-13		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	35.6%	33.0%	0.93	35.5%	34.2%	0.96	33.8%	32.7%	0.97	32.3%	31.6%	0.98	32.4%	31.2%	0.96
20 - 24	33.3%	32.9%	0.99	32.7%	31.7%	0.97	34.5%	33.4%	0.97	35.7%	34.3%	0.96	37.5%	36.3%	0.97
25 - 39	22.7%	24.5%	1.08	23.7%	25.1%	1.06	23.4%	24.8%	1.06	23.2%	24.6%	1.06	22.5%	24.1%	1.07
40 or Older	8.5%	9.6%	1.13	8.1%	9.0%	1.12	8.3%	9.1%	1.10	8.8%	9.5%	1.09	7.7%	8.4%	1.09

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) Successful Course Completion by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Successful Course Completion Element.
Source: Internal reporting system (ODS);   **Source Explanation:** Data includes grades counted in the Retention and Success calculations. The denominator includes grades of
A, B, C, P, D, F, I, NP, W, and DR. Successful grades include A, B, C, and P. Grades changes made within the system are included. Data was extracted as of May 26, 2014.

80-Percent Index	2008-09 Success Rate	80% of Top Rate: 59.1%	2009-10 Success Rate	80% of Top Rate: 60.4%	2010-11 Success Rate	80% of Top Rate: 59.9%	2011-12 Success Rate	80% of Top Rate: 66.4%	2012-13 Success Rate	80% of Top Rate: 69.1%
African American	50.5%	low	47.2%	low	44.8%	low	48.9%	low	50.5%	low
American Indian	64.1%	ok	62.6%	ok	59.5%	low	60.1%	low	64.1%	low
Asian/ Filipino	73.9%	ok	75.5%	ok	74.9%	ok	72.9%	ok	75.0%	ok
Hispanic/ Latino	63.3%	ok	64.1%	ok	62.4%	ok	64.3%	low	66.0%	low
Pacific Islander	63.8%	ok	64.6%	ok	60.4%	ok	68.3%	ok	74.1%	ok
Two or More Races	62.3%	ok	64.3%	ok	60.9%	ok	63.9%	low	68.3%	low
Unknown	69.3%	ok	67.7%	ok	73.2%	ok	83.0%	ok	86.3%	ok
White	70.6%	ok	71.7%	ok	71.4%	ok	73.3%	ok	75.3%	ok
Sum	65.5%	ok	65.8%	ok	64.3%	ok	66.1%	low	68.0%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2008-09 Cohort %	Success %	Proport. Index	2009-10 Cohort %	Success %	Proport. Index	2010-11 Cohort %	Success %	Proport. Index	2011-12 Cohort %	Success %	Proport. Index	2012-13 Cohort %	Success %	Proport. Index
African American	7.2%	5.6%	0.77	7.6%	5.5%	0.72	7.5%	5.2%	0.70	7.1%	5.3%	0.74	5.9%	4.4%	0.74
American Indian	1.1%	1.1%	0.98	0.9%	0.9%	0.95	0.7%	0.7%	0.93	0.6%	0.6%	0.91	0.4%	0.4%	0.94
Asian/ Filipino	5.6%	6.3%	1.13	5.2%	6.0%	1.15	4.8%	5.6%	1.17	4.4%	4.9%	1.10	4.5%	5.0%	1.10
Hispanic/ Latino	49.1%	47.4%	0.97	51.1%	49.8%	0.97	53.9%	52.3%	0.97	56.5%	55.0%	0.97	59.4%	57.6%	0.97
Pacific Islander	0.3%	0.3%	0.97	0.3%	0.3%	0.98	0.2%	0.2%	0.94	0.2%	0.2%	1.03	0.1%	0.2%	1.09
Two or More Races	1.9%	1.8%	0.95	2.4%	2.3%	0.98	3.1%	2.9%	0.95	3.4%	3.2%	0.97	3.7%	3.7%	1.00
Unknown	2.2%	2.3%	1.06	1.3%	1.4%	1.03	0.5%	0.5%	1.14	0.4%	0.5%	1.26	0.6%	0.8%	1.27
White	32.6%	35.2%	1.08	31.1%	33.9%	1.09	29.2%	32.4%	1.11	27.4%	30.4%	1.11	25.3%	27.9%	1.11

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 53.4%	Success Rate	80% of Top Rate: 52.8%	Success Rate	80% of Top Rate: 50.7%	Success Rate	80% of Top Rate: 52.9%	Success Rate	80% of Top Rate: 50.1%	Success Rate	80% of Top Rate: 51.4%
Female	66.7%	ok	66.0%	ok	63.4%	ok	63.3%	ok	62.1%	ok	64.2%	ok
Male	63.6%	ok	63.8%	ok	62.3%	ok	66.1%	ok	62.6%	ok	63.7%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	60.2%	1.02	59.9%	60.7%	1.01	57.9%	58.4%	1.01	57.1%	56.0%	0.98	55.6%	55.4%	1.00	57.8%	58.1%	1.00
Male	40.9%	39.8%	0.97	40.1%	39.3%	0.98	42.1%	41.6%	0.99	42.8%	43.9%	1.02	44.0%	44.2%	1.00	42.0%	41.8%	1.00

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 53.5%	Success Rate	80% of Top Rate: 53.6%	Success Rate	80% of Top Rate: 51.8%	Success Rate	80% of Top Rate: 52.9%	Success Rate	80% of Top Rate: 51.0%	Success Rate	80% of Top Rate: 52.5%
19 or Younger	66.9%	ok	67.0%	ok	64.8%	ok	66.1%	ok	63.8%	ok	65.6%	ok
20 to 24	56.2%	ok	52.5%	low	50.8%	low	54.7%	ok	52.8%	ok	53.5%	ok
25 to 39	63.9%	ok	60.0%	ok	60.6%	ok	56.4%	ok	61.1%	ok	60.5%	ok
40 or Older	60.0%	ok	60.0%	ok	44.8%	low	63.6%	ok	54.5%	ok	56.8%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	81.0%	1.02	82.4%	84.8%	1.03	83.6%	86.0%	1.03	83.0%	85.1%	1.02	81.8%	83.7%	1.02	82.0%	84.1%	1.03
20 to 24	9.3%	8.0%	0.86	8.5%	6.9%	0.81	7.6%	6.1%	0.81	8.5%	7.2%	0.85	8.8%	7.5%	0.85	8.5%	7.1%	0.84
25 to 39	7.7%	7.5%	0.98	5.9%	5.4%	0.92	6.2%	5.9%	0.96	6.1%	5.3%	0.87	6.2%	6.1%	0.98	6.4%	6.0%	0.94
40 or Older	3.9%	3.5%	0.92	3.1%	2.9%	0.92	2.7%	1.9%	0.71	2.4%	2.4%	0.99	3.1%	2.7%	0.87	3.0%	2.7%	0.89

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 61.9%	Success Rate	80% of Top Rate: 61.9%	Success Rate	80% of Top Rate: 60.6%	Success Rate	80% of Top Rate: 61.8%	Success Rate	80% of Top Rate: 65.2%	Success Rate	80% of Top Rate: 58.2%
African American	51.9%	low	53.2%	low	50.7%	low	60.8%	low	51.4%	low	53.4%	low
American Indian			67.6%	ok	55.8%	low			64.7%	low	62.7%	ok
Asian	74.7%	ok	64.7%	ok	75.8%	ok	67.3%	ok	81.4%	ok	72.8%	ok
Filipino	77.3%	ok	68.7%	ok	66.7%	ok	77.2%	ok	73.8%	ok	72.5%	ok
Hispanic	63.0%	ok	63.7%	ok	60.1%	low	60.4%	low	61.5%	low	61.6%	ok
Pacific Islander											64.4%	ok
Unknown	65.6%	ok	77.4%	ok	71.6%	ok	65.3%	ok	64.8%	low	67.3%	ok
White	68.5%	ok	67.4%	ok	66.5%	ok	69.3%	ok	61.2%	low	66.6%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	low	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	4.4%	0.79	6.1%	5.0%	0.82	5.9%	4.7%	0.81	4.6%	4.3%	0.94	4.9%	4.1%	0.83	5.4%	4.5%	0.83
American Indian				1.3%	1.4%	1.04	1.7%	1.5%	0.89				1.2%	1.3%	1.04	1.3%	1.3%	0.98
Asian	3.2%	3.7%	1.14	3.3%	3.3%	0.99	3.9%	4.7%	1.20	3.9%	4.1%	1.04	3.5%	4.5%	1.31	3.6%	4.1%	1.14
Filipino	3.2%	3.8%	1.18	3.3%	3.4%	1.05	4.1%	4.3%	1.06	3.7%	4.4%	1.20	2.3%	2.7%	1.18	3.3%	3.7%	1.13
Hispanic	45.7%	44.0%	0.96	44.5%	43.5%	0.98	47.7%	45.5%	0.95	47.7%	44.7%	0.94	44.6%	44.0%	0.99	46.1%	44.4%	0.96
Pacific Islander																0.5%	0.5%	1.01
Unknown	2.6%	2.6%	1.00	3.3%	3.9%	1.19	2.9%	3.3%	1.14	4.4%	4.5%	1.01	11.5%	12.0%	1.04	5.1%	5.4%	1.05
White	37.9%	39.7%	1.05	37.6%	38.9%	1.04	33.5%	35.4%	1.06	34.3%	36.8%	1.07	31.2%	30.7%	0.98	34.8%	36.2%	1.04

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) 30-Unit Milestone by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the 30-Unit milestone element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
first three years are tracked for six years to see if they successfully complete at least 30 units. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 52.6%	Success Rate	80% of Top Rate: 52.1%	Success Rate	80% of Top Rate: 50.8%	Success Rate	80% of Top Rate: 52.8%	Success Rate	80% of Top Rate: 53.3%	Success Rate	80% of Top Rate: 51.2%
No	65.4%	ok	65.2%	ok	63.4%	ok	64.4%	ok	62.1%	ok	64.0%	ok
Yes (DSPS)	65.8%	ok	64.1%	ok	54.4%	ok	65.9%	ok	66.7%	ok	63.3%	ok
Grand Total	65.4%	ok	65.1%	ok	62.9%	ok	64.5%	ok	62.3%	ok	64.0%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	93.7%	1.00	94.0%	94.1%	1.00	94.2%	94.9%	1.01	94.9%	94.8%	1.00	94.8%	94.4%	1.00	94.3%	94.4%	1.00
Yes (DSPS)	6.2%	6.3%	1.01	6.0%	5.9%	0.98	5.8%	5.1%	0.86	5.1%	5.2%	1.02	5.2%	5.6%	1.07	5.7%	5.6%	0.99

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) Persistence by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.

Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.

Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 57.6%	Success Rate	80% of Top Rate: 58.1%	Success Rate	80% of Top Rate: 57.5%	Success Rate	80% of Top Rate: 58.5%
Female	76.0%	ok	74.7%	ok	70.6%	ok	71.2%	ok	70.3%	ok	72.5%	ok
Male	73.6%	ok	76.0%	ok	72.0%	ok	72.7%	ok	71.9%	ok	73.2%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	59.9%	1.01	59.9%	59.5%	0.99	57.9%	57.5%	0.99	57.1%	56.6%	0.99	55.6%	55.0%	0.99	57.8%	57.6%	1.00
Male	40.9%	40.1%	0.98	40.1%	40.5%	1.01	42.1%	42.5%	1.01	42.8%	43.3%	1.01	44.0%	44.5%	1.01	42.0%	42.3%	1.01

Student Equity Plan

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(Indicator B - Course Completion) Persistence by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first
    three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 64.0%	Success Rate	80% of Top Rate: 70.5%	Success Rate	80% of Top Rate: 60.6%	Success Rate	80% of Top Rate: 59.5%	Success Rate	80% of Top Rate: 66.5%	Success Rate	80% of Top Rate: 60.1%
African American	67.2%	ok	59.6%	low	63.5%	ok	72.8%	ok	66.7%	ok	65.6%	ok
American Indian			79.4%	ok	60.5%	low			82.4%	ok	67.5%	ok
Asian	80.0%	ok	78.8%	ok	75.8%	ok	66.4%	ok	77.3%	ok	75.2%	ok
Filipino	80.0%	ok	72.3%	ok	65.7%	ok	73.3%	ok	83.1%	ok	73.9%	ok
Hispanic	74.3%	ok	73.2%	ok	72.6%	ok	72.7%	ok	71.1%	ok	72.7%	ok
Pacific Islander											64.4%	ok
Unknown	60.7%	low	88.1%	ok	74.3%	ok	74.4%	ok	73.8%	ok	74.5%	ok
White	77.7%	ok	79.0%	ok	70.9%	ok	71.3%	ok	68.9%	ok	73.6%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	5.0%	0.90	6.1%	4.9%	0.79	5.9%	5.2%	0.89	4.6%	4.6%	1.01	4.9%	4.6%	0.94	5.4%	4.9%	0.90
American Indian				1.3%	1.4%	1.06	1.7%	1.5%	0.85				1.2%	1.4%	1.16	1.3%	1.2%	0.93
Asian	3.2%	3.4%	1.07	3.3%	3.5%	1.05	3.9%	4.2%	1.06	3.9%	3.6%	0.92	3.5%	3.8%	1.09	3.6%	3.7%	1.03
Filipino	3.2%	3.4%	1.07	3.3%	3.1%	0.96	4.1%	3.7%	0.92	3.7%	3.8%	1.02	2.3%	2.7%	1.17	3.3%	3.3%	1.02
Hispanic	45.7%	45.3%	0.99	44.5%	43.4%	0.97	47.7%	48.6%	1.02	47.7%	48.4%	1.01	44.6%	44.7%	1.00	46.1%	46.0%	1.00
Pacific Islander																0.5%	0.4%	0.89
Unknown	2.6%	2.1%	0.81	3.3%	3.9%	1.17	2.9%	3.1%	1.04	4.4%	4.6%	1.04	11.5%	12.0%	1.04	5.1%	5.3%	1.02
White	37.9%	39.2%	1.03	37.6%	39.5%	1.05	33.5%	33.4%	1.00	34.3%	34.0%	0.99	31.2%	30.3%	0.97	34.8%	35.2%	1.01

Bakersfield College

(Indicator B - Course Completion) Persistence by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data; **Source Explanation**: First-time students who complete six or more units and attempt any Math or English in their first
   three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 64.1%	Success Rate	80% of Top Rate: 62.7%	Success Rate	80% of Top Rate: 59.3%	Success Rate	80% of Top Rate: 61.4%	Success Rate	80% of Top Rate: 61.5%	Success Rate	80% of Top Rate: 61.8%
No	74.7%	ok	75.0%	ok	71.0%	ok	71.5%	ok	70.7%	ok	72.5%	ok
Yes (DSPS)	80.1%	ok	78.4%	ok	74.1%	ok	76.8%	ok	76.9%	ok	77.3%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	93.3%	1.00	94.0%	93.7%	1.00	94.2%	93.9%	1.00	94.9%	94.6%	1.00	94.8%	94.3%	1.00	94.3%	94.0%	1.00
Yes (DSPS)	6.2%	6.7%	1.07	6.0%	6.3%	1.04	5.8%	6.1%	1.04	5.1%	5.4%	1.07	5.2%	5.7%	1.08	5.7%	6.0%	1.06

Student Equity Plan

Bakersfield College

(Indicator B - Course Completion) Persistence by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Persistence element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first
   three years are tracked to see if they attempt a credit course in their first three consecutive primary terms. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 61.3%	Success Rate	80% of Top Rate: 60.8%	Success Rate	80% of Top Rate: 57.2%	Success Rate	80% of Top Rate: 58.5%	Success Rate	80% of Top Rate: 57.6%	Success Rate	80% of Top Rate: 58.2%
No	76.6%	ok	76.0%	ok	70.6%	ok	69.2%	ok	72.0%	ok	72.8%	ok
Yes (Econ Disadv.)	74.3%	ok	74.8%	ok	71.5%	ok	73.1%	ok	70.6%	ok	72.8%	ok
Grand Total	75.1%	ok	75.2%	ok	71.2%	ok	71.8%	ok	71.0%	ok	72.8%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	34.8%	1.02	33.3%	33.7%	1.01	32.7%	32.4%	0.99	33.0%	31.8%	0.96	29.8%	30.2%	1.01	32.5%	32.5%	1.00
Yes (Econ Disadv.)	65.9%	65.2%	0.99	66.7%	66.3%	0.99	67.3%	67.6%	1.00	67.0%	68.2%	1.02	70.2%	69.8%	0.99	67.5%	67.5%	1.00

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: A cohort of students who attempt a Remedial ESL course is tracked to determine
    whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 30.7%	Success Rate	80% of Top Rate: 25.4%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 28.3%	Success Rate	80% of Top Rate: 27.6%	Success Rate	80% of Top Rate: 27.7%
Female	38.4%	ok	31.8%	ok	33.6%	ok	35.4%	ok	34.5%	ok	34.6%	ok
Male	25.5%	low	18.8%	low	27.8%	ok	26.8%	low	25.3%	low	25.0%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport Index
Female	68.8%	76.9%	1.12	70.4%	80.2%	1.14	64.7%	68.9%	1.06	64.6%	70.2%	1.09	62.7%	69.6%	1.11	66.2%	73.0%	1.10
Male	31.2%	23.1%	0.74	29.4%	19.8%	0.67	35.3%	31.1%	0.88	35.1%	28.9%	0.82	36.3%	29.6%	0.82	33.5%	26.7%	0.80

Student Equity Plan

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.

Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine
   whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.

Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 30.8%	Success Rate	80% of Top Rate: 26.4%	Success Rate	80% of Top Rate: 27.0%	Success Rate	80% of Top Rate: 29.8%	Success Rate	80% of Top Rate: 30.0%	Success Rate	80% of Top Rate: 26.7%
19 or Younger	38.5%	ok	29.7%	ok	30.0%	ok	33.5%	ok	29.6%	low	31.8%	ok
20 to 24	34.1%	ok	25.5%	low	33.0%	ok	37.2%	ok	29.5%	low	31.6%	ok
25 to 39	35.0%	ok	33.0%	ok	33.8%	ok	26.9%	low	37.5%	ok	33.4%	ok
40 or Older							28.2%	low	28.6%	low	24.0%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	37.3%	41.7%	1.12	37.2%	39.6%	1.07	45.1%	42.9%	0.95	45.1%	46.5%	1.03	49.5%	47.2%	0.95	43.0%	43.7%	1.02
20 to 24	27.1%	26.9%	0.99	26.6%	24.3%	0.91	26.5%	27.7%	1.05	24.6%	28.1%	1.14	21.9%	20.8%	0.95	25.3%	25.5%	1.01
25 to 39	25.5%	25.9%	1.02	24.4%	28.8%	1.18	20.4%	21.8%	1.07	19.1%	15.8%	0.82	19.9%	24.0%	1.21	21.8%	23.2%	1.07
40 or Older										11.1%	9.6%	0.87	8.7%	8.0%	0.92	9.9%	7.6%	0.77

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(Indicator C - ESL and Basic Skills Completion) Remedial ESL by Race/Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial ESL course is tracked to determine
   whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 27.5%	Success Rate	80% of Top Rate: 40.0%	Success Rate	80% of Top Rate: 41.7%	Success Rate	80% of Top Rate: 38.2%	Success Rate	80% of Top Rate: 47.0%	Success Rate	80% of Top Rate: 41.0%
African American												
American Indian												
Asian			50.0%	ok	52.1%	ok	47.7%	ok	58.7%	ok	51.2%	ok
Filipino											37.6%	low
Hispanic	33.5%	ok	25.6%	low	28.1%	low	30.2%	low	26.9%	low	28.7%	low
Pacific Islander												
Unknown									30.3%	low	25.0%	low
White											32.8%	low
Grand Total	34.4%	ok	27.9%	low	31.6%	low	32.6%	low	31.1%	low	31.3%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American																		
American Indian																		
Asian				9.5%	17.1%	1.79	12.7%	21.0%	1.65	12.6%	18.4%	1.47	11.4%	21.6%	1.89	10.9%	17.9%	1.64
Filipino																5.5%	6.6%	1.20
Hispanic	84.7%	82.4%	0.97	74.6%	68.5%	0.92	76.4%	68.1%	0.89	69.1%	64.0%	0.93	70.4%	60.8%	0.86	74.7%	68.5%	0.92
Pacific Islander																		
Unknown													8.2%	8.0%	0.97	2.8%	2.3%	0.80
White																3.6%	3.8%	1.05

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial ESL by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for Remedial ESL element.
Source: ARCC Student Success Scorecard Data; **Source Explanation**: A cohort of students who attempt a Remedial ESL course is tracked to determine
whether they successfully complete a college-level ESL or English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 28.4%	Success Rate	80% of Top Rate: 22.6%	Success Rate	80% of Top Rate: 27.2%	Success Rate	80% of Top Rate: 26.8%	Success Rate	80% of Top Rate: 26.1%	Success Rate	80% of Top Rate: 26.1%
No	35.5%	ok	28.3%	ok	34.0%	ok	33.4%	ok	32.7%	ok	32.7%	ok
Yes (DSPS)			24.4%	ok							18.6%	low
Grand Total	34.4%	ok	27.9%	ok	31.6%	ok	32.6%	ok	31.1%	ok	31.3%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Propo. Inde
No	93.3%	96.3%	1.03	89.7%	91.0%	1.01	90.5%	97.5%	1.08	90.6%	93.0%	1.03	89.8%	94.4%	1.05	90.7%	94.5%	1.04
Yes (DSPS)				10.3%	9.0%	0.87										9.3%	5.5%	0.59

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial English by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 26.1%	Success Rate	80% of Top Rate: 24.7%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 25.7%
Female	33.4%	ok	32.6%	ok	30.9%	ok	30.2%	ok	33.4%	ok	32.1%	ok
Male	25.9%	low	25.1%	low	27.0%	ok	29.3%	ok	26.5%	low	26.8%	ok
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	61.3%	67.2%	1.10	60.1%	66.2%	1.10	59.5%	62.7%	1.05	59.5%	60.2%	1.01	58.1%	63.7%	1.10	59.7%	64.0%	1.07
Male	38.7%	32.8%	0.85	39.9%	33.8%	0.85	40.5%	37.3%	0.92	40.4%	39.6%	0.98	41.7%	36.2%	0.87	40.2%	36.0%	0.89

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(Indicator C - ESL and Basic Skills Completion) Remedial English by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 25.6%	Success Rate	80% of Top Rate: 25.9%	Success Rate	80% of Top Rate: 25.9%	Success Rate	80% of Top Rate: 26.3%	Success Rate	80% of Top Rate: 26.1%
19 or Younger	33.3%	ok	32.0%	ok	32.4%	ok	32.4%	ok	32.9%	ok	32.6%	ok
20 to 24	26.7%	ok	24.0%	low	24.2%	low	26.7%	ok	25.5%	low	25.4%	low
25 to 39	28.8%	ok	29.4%	ok	27.6%	ok	25.5%	low	28.3%	ok	27.9%	ok
40 or Older	21.9%	low	22.4%	low	14.0%	low	16.5%	low	25.4%	low	20.4%	low
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	56.8%	62.0%	1.09	63.3%	68.5%	1.08	63.3%	69.9%	1.10	64.2%	69.7%	1.09	62.8%	67.7%	1.08	62.1%	67.5%	1.09
20 to 24	21.3%	18.7%	0.88	19.9%	16.1%	0.81	19.5%	16.1%	0.83	18.8%	16.8%	0.89	18.8%	15.7%	0.84	19.7%	16.7%	0.85
25 to 39	15.8%	14.9%	0.94	11.5%	11.4%	0.99	12.5%	11.7%	0.94	13.5%	11.5%	0.86	13.1%	12.2%	0.93	13.3%	12.4%	0.93
40 or Older	6.0%	4.3%	0.72	5.3%	4.0%	0.76	4.7%	2.2%	0.48	3.5%	1.9%	0.55	5.3%	4.4%	0.83	5.0%	3.4%	0.68

Student Equity Plan

(Indicator C - ESL and Basic Skills Completion) Remedial English by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 25.0%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.4%	Success Rate	80% of Top Rate: 24.5%
No	31.3%	ok	30.3%	ok	30.5%	ok	30.5%	ok	30.5%	ok	30.6%	ok
Yes (DSPS)	22.0%	low	22.2%	low	15.8%	low	20.4%	low	29.6%	ok	21.5%	low
Grand Total	30.5%	ok	29.6%	ok	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	91.5%	93.9%	1.03	91.7%	93.8%	1.02	92.1%	95.8%	1.04	93.7%	95.7%	1.02	93.9%	94.0%	1.00	92.6%	94.7%	1.02
Yes (DSPS)	8.5%	6.1%	0.72	8.3%	6.2%	0.75	7.9%	4.2%	0.54	6.3%	4.3%	0.68	6.1%	6.0%	0.97	7.4%	5.3%	0.72

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(Indicator C - ESL and Basic Skills Completion) Remedial English by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial English element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial English course is tracked to determine
   whether they successfully complete a college-level English course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 29.2%	Success Rate	80% of Top Rate: 30.2%	Success Rate	80% of Top Rate: 27.3%	Success Rate	80% of Top Rate: 28.5%	Success Rate	80% of Top Rate: 28.2%	Success Rate	80% of Top Rate: 28.6%
No	36.5%	ok	37.8%	ok	34.2%	ok	35.6%	ok	35.2%	ok	35.8%	ok
Yes (Econ Disadv.)	26.8%	low	25.4%	low	26.5%	low	26.3%	low	27.9%	low	26.6%	low
Grand Total	30.5%	ok	29.6%	low	29.3%	ok	29.8%	ok	30.5%	ok	29.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Pr In
No	38.2%	45.7%	1.20	34.1%	43.5%	1.28	36.3%	42.3%	1.17	37.7%	44.9%	1.19	35.5%	41.0%	1.16	36.4%	43.5%	
Yes (Econ Disadv.)	61.8%	54.3%	0.88	65.9%	56.5%	0.86	63.7%	57.7%	0.91	62.3%	55.1%	0.88	64.5%	59.0%	0.91	63.6%	56.5%	

Student Equity Plan

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data; **Source Explanation**: A cohort of students who attempt a Remedial Math course is tracked to determine
whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.8%	Success Rate	80% of Top Rate: 19.3%	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 19.6%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 18.0%
Female	19.8%	ok	**24.1%**	ok	23.5%	ok	**24.5%**	ok	21.1%	ok	**22.5%**	ok
Male	**21.0%**	ok	20.3%	ok	**24.1%**	ok	23.3%	ok	**21.9%**	ok	22.1%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	64.5%	63.2%	0.98	65.5%	69.1%	1.05	61.5%	61.0%	0.99	60.9%	62.0%	1.02	60.2%	59.3%	0.99	62.3%	62.7%	1.01
Male	35.5%	36.8%	1.04	34.5%	30.7%	0.89	38.5%	39.0%	1.01	39.0%	37.8%	0.97	39.4%	40.3%	1.02	37.5%	37.2%	0.99

Student Equity Plan

Bakersfield College
(Indicator C - ESL and Basic Skills Completion) Remedial Math by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: A cohort of students who attempt a Remedial Math course is tracked to determine
   whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.6%	Success Rate	80% of Top Rate: 18.9%	Success Rate	80% of Top Rate: 20.4%	Success Rate	80% of Top Rate: 20.5%	Success Rate	80% of Top Rate: 18.3%	Success Rate	80% of Top Rate: 19.1%
19 or Younger	23.2%	ok	23.4%	ok	24.1%	ok	25.6%	ok	22.9%	ok	23.8%	ok
20 to 24	19.8%	ok	23.7%	ok	24.1%	ok	23.3%	ok	20.2%	ok	22.1%	ok
25 to 39	18.0%	low	21.9%	ok	25.5%	ok	22.7%	ok	20.0%	ok	21.3%	ok
40 or Older	13.5%	low	19.4%	ok	16.0%	low	18.5%	low	16.9%	low	16.6%	low
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	42.1%	48.4%	1.15	48.0%	49.1%	1.02	52.1%	53.1%	1.02	50.9%	54.1%	1.06	54.1%	57.9%	1.07	49.7%	52.9%	1.06
20 to 24	25.4%	24.9%	0.98	25.0%	25.8%	1.04	22.9%	23.2%	1.02	23.9%	23.1%	0.97	21.1%	19.9%	0.94	23.5%	23.2%	0.99
25 to 39	22.4%	20.0%	0.89	18.9%	18.2%	0.96	17.1%	18.4%	1.08	19.2%	18.0%	0.94	18.0%	16.8%	0.93	19.1%	18.2%	0.95
40 or Older	10.1%	6.8%	0.67	8.1%	6.9%	0.85	7.9%	5.4%	0.68	6.1%	4.7%	0.77	6.9%	5.4%	0.79	7.7%	5.7%	0.74

Student Equity Plan

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Race/Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: A cohort of students who attempt a Remedial Math course is tracked to determine
   whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 33.9%	Success Rate	80% of Top Rate: 23.5%	Success Rate	80% of Top Rate: 38.0%	Success Rate	80% of Top Rate: 26.7%	Success Rate	80% of Top Rate: 36.2%	Success Rate	80% of Top Rate: 31.0%
African American	7.1%	low	11.0%	low	17.2%	low	12.9%	low	12.5%	low	12.1%	low
American Indian											20.9%	low
Asian	42.4%	ok	29.4%	ok	47.5%	ok	30.8%	ok	45.2%	ok	38.8%	ok
Filipino	27.7%	low			27.7%	low	21.8%	low	30.0%	low	24.8%	low
Hispanic	18.8%	low	22.6%	low	22.9%	low	23.9%	low	20.6%	low	21.7%	low
Pacific Islander												
Unknown							33.3%	ok	23.5%	low	23.4%	low
White	23.5%	low	25.6%	ok	26.3%	low	24.3%	low	22.1%	low	24.2%	low
Grand Total	20.2%	low	22.9%	low	23.7%	low	24.1%	low	21.4%	low	22.4%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.7%	2.7%	0.35	6.9%	3.3%	0.48	7.4%	5.4%	0.73	5.9%	3.2%	0.54	7.9%	4.6%	0.58	7.2%	3.9%	0.54
American Indian																1.5%	1.4%	0.94
Asian	1.8%	3.8%	2.10	2.0%	2.6%	1.29	2.4%	4.8%	2.00	2.7%	3.4%	1.28	1.7%	3.7%	2.12	2.1%	3.6%	1.73
Filipino	2.6%	3.5%	1.37				2.8%	3.3%	1.17	2.8%	2.5%	0.91	2.1%	2.9%	1.40	2.6%	2.9%	1.11
Hispanic	46.0%	42.7%	0.93	49.1%	48.6%	0.99	47.6%	45.9%	0.96	48.7%	48.4%	0.99	47.8%	45.9%	0.96	47.8%	46.4%	0.97
Pacific Islander																		
Unknown										4.7%	6.6%	1.39	8.1%	8.9%	1.10	4.4%	4.6%	1.05
White	37.0%	43.0%	1.16	35.4%	39.6%	1.12	34.8%	38.5%	1.11	33.4%	33.8%	1.01	30.7%	31.7%	1.03	34.0%	36.8%	1.08

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.5%	Success Rate	80% of Top Rate: 19.1%	Success Rate	80% of Top Rate: 19.5%	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 17.4%	Success Rate	80% of Top Rate: 18.1%
No	20.7%	ok	22.8%	ok	24.4%	ok	24.1%	ok	21.7%	ok	22.6%	ok
Yes (DSPS)	15.8%	low	23.8%	ok	16.1%	low	24.0%	ok	17.2%	low	19.3%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Prop. Ind
No	91.0%	93.0%	1.02	91.2%	90.8%	1.00	91.7%	94.4%	1.03	92.5%	92.6%	1.00	93.3%	94.6%	1.01	92.0%	93.1%	1.
Yes (DSPS)	9.0%	7.0%	0.78	8.8%	9.2%	1.04	8.3%	5.6%	0.68	7.5%	7.4%	1.00	6.7%	5.4%	0.80	8.0%	6.9%	0.

Student Equity Plan

Bakersfield College

(Indicator C - ESL and Basic Skills Completion) Remedial Math by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Remedial Math element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** A cohort of students who attempt a Remedial Math course is tracked to determine
   whether they successfully complete a college-level Math course within six years. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.8%	Success Rate	80% of Top Rate: 20.7%	Success Rate	80% of Top Rate: 20.1%	Success Rate	80% of Top Rate: 20.3%	Success Rate	80% of Top Rate: 18.7%	Success Rate	80% of Top Rate: 19.7%
No	23.5%	ok	25.9%	ok	25.2%	ok	25.4%	ok	23.4%	ok	24.6%	ok
Yes (Econ Disadv.)	18.3%	low	21.1%	ok	22.9%	ok	23.2%	ok	20.3%	ok	21.1%	ok
Grand Total	20.2%	ok	22.9%	ok	23.7%	ok	24.1%	ok	21.4%	ok	22.4%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	36.7%	42.7%	1.16	36.1%	40.9%	1.13	34.6%	36.7%	1.06	37.9%	40.1%	1.06	35.7%	39.0%	1.09	36.2%	39.8%	1.10
Yes (Econ Disadv.)	63.3%	57.3%	0.90	63.9%	59.1%	0.92	65.4%	63.3%	0.97	62.1%	59.9%	0.96	64.3%	61.0%	0.95	63.8%	60.2%	0.94

Student Equity Plan

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 18.0%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 14.8%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 13.7%	Success Rate	80% of Top Rate: 15.9%
Female	22.5%	ok	21.9%	ok	18.5%	ok	19.7%	ok	17.2%	ok	19.9%	ok
Male	18.1%	ok	16.3%	low	15.4%	ok	18.4%	ok	15.3%	ok	16.7%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	64.3%	1.09	59.9%	66.7%	1.11	57.9%	62.4%	1.08	57.1%	58.8%	1.03	55.6%	58.4%	1.05	57.8%	62.1%	1.07
Male	40.9%	35.7%	0.87	40.1%	33.3%	0.83	42.1%	37.6%	0.90	42.8%	41.2%	0.96	44.0%	41.2%	0.94	42.0%	37.8%	0.90

Student Equity Plan

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 19.2%	Success Rate	80% of Top Rate: 28.9%	Success Rate	80% of Top Rate: 20.5%	Success Rate	80% of Top Rate: 17.5%	Success Rate	80% of Top Rate: 18.1%	Success Rate	80% of Top Rate: 19.7%
African American	12.2%	low	13.5%	low	11.5%	low	11.2%	low	11.6%	low	12.0%	low
American Indian			32.4%	ok	25.6%	ok					22.9%	ok
Asian	16.0%	low	23.5%	low	19.2%	low	19.6%	ok	22.7%	ok	20.3%	ok
Filipino	24.0%	ok	36.1%	ok	22.5%	ok	19.8%	ok	21.5%	ok	24.6%	ok
Hispanic	19.9%	ok	17.1%	low	14.8%	low	18.0%	ok	14.9%	low	16.9%	low
Pacific Islander												
Unknown	19.7%	ok	27.4%	low			21.5%	ok	16.4%	low	18.4%	low
White	23.0%	ok	20.9%	low	20.9%	ok	21.8%	ok	17.8%	low	20.9%	ok
Grand Total	20.7%	ok	19.6%	low	17.2%	low	19.1%	ok	16.4%	low	18.5%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	3.3%	0.59	6.1%	4.2%	0.69	5.9%	3.9%	0.67	4.6%	2.7%	0.59	4.9%	3.5%	0.71	5.4%	3.5%	0.65
American Indian				1.3%	2.2%	1.65	1.7%	2.5%	1.49							1.3%	1.6%	1.23
Asian	3.2%	2.5%	0.77	3.3%	4.0%	1.20	3.9%	4.4%	1.12	3.9%	4.0%	1.03	3.5%	4.8%	1.39	3.6%	3.9%	1.09
Filipino	3.2%	3.7%	1.16	3.3%	6.0%	1.84	4.1%	5.3%	1.31	3.7%	3.8%	1.03	2.3%	3.1%	1.32	3.3%	4.4%	1.33
Hispanic	45.7%	44.0%	0.96	44.5%	38.7%	0.87	47.7%	41.1%	0.86	47.7%	45.0%	0.94	44.6%	40.7%	0.91	46.1%	42.0%	0.91
Pacific Islander																		
Unknown	2.6%	2.5%	0.95	3.3%	4.6%	1.39				4.4%	5.0%	1.12	11.5%	11.5%	1.00	5.1%	5.1%	0.99
White	37.9%	42.1%	1.11	37.6%	40.1%	1.07	33.5%	40.6%	1.21	34.3%	39.1%	1.14	31.2%	34.0%	1.09	34.8%	39.2%	1.13

Student Equity Plan

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 16.7%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 13.9%	Success Rate	80% of Top Rate: 15.7%	Success Rate	80% of Top Rate: 13.6%	Success Rate	80% of Top Rate: 14.9%
No	20.9%	ok	19.7%	ok	17.4%	ok	19.1%	ok	16.3%	ok	18.6%	ok
Yes (DSPS)	17.8%	ok	19.0%	ok	14.3%	ok	19.6%	ok	17.0%	ok	17.5%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	94.6%	1.01	94.0%	94.2%	1.00	94.2%	95.2%	1.01	94.9%	94.8%	1.00	94.8%	94.6%	1.00	94.3%	94.7%	1.00
Yes (DSPS)	6.2%	5.4%	0.86	6.0%	5.8%	0.96	5.8%	4.8%	0.83	5.1%	5.2%	1.02	5.2%	5.4%	1.04	5.7%	5.3%	0.94

Student Equity Plan

Bakersfield College

(Indicator D - Degree/Certificate Completion) Degree/Certificate Completion by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Degree and Certificate Completion element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they earn a Certificate or Degree. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 17.7%	Success Rate	80% of Top Rate: 16.2%	Success Rate	80% of Top Rate: 15.8%	Success Rate	80% of Top Rate: 16.4%	Success Rate	80% of Top Rate: 14.9%	Success Rate	80% of Top Rate: 16.2%
No	22.2%	ok	20.2%	ok	19.7%	ok	20.5%	ok	18.6%	ok	20.2%	ok
Yes (Econ Disadv.)	19.9%	ok	19.4%	ok	16.0%	ok	18.5%	ok	15.4%	ok	17.7%	ok
Grand Total	20.7%	ok	19.6%	ok	17.2%	ok	19.1%	ok	16.4%	ok	18.5%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	36.6%	1.07	33.3%	34.3%	1.03	32.7%	37.4%	1.15	33.0%	35.2%	1.07	29.8%	34.0%	1.14	32.5%	35.5%	1.09
Yes (Econ Disadv.)	65.9%	63.4%	0.96	66.7%	65.7%	0.99	67.3%	62.6%	0.93	67.0%	64.8%	0.97	70.2%	66.0%	0.94	67.5%	64.5%	0.96

Student Equity Plan

Bakersfield College
(Indicator E - Transfer) Transfer by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 26.6%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 27.4%	Success Rate	80% of Top Rate: 22.8%	Success Rate	80% of Top Rate: 25.3%
Female	32.3%	ok	33.2%	ok	30.1%	ok	30.3%	ok	27.6%	ok	30.7%	ok
Male	33.3%	ok	32.5%	ok	30.2%	ok	34.3%	ok	28.5%	ok	31.7%	ok
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	58.4%	0.99	59.9%	60.4%	1.01	57.9%	57.8%	1.00	57.1%	54.1%	0.95	55.6%	54.8%	0.98	57.8%	57.1%	0.99
Male	40.9%	41.6%	1.02	40.1%	39.6%	0.99	42.1%	42.2%	1.00	42.8%	45.9%	1.07	44.0%	44.7%	1.02	42.0%	42.8%	1.02

Student Equity Plan

Bakersfield College

(Indicator E - Transfer) Transfer by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 29.5%	Success Rate	80% of Top Rate: 28.5%	Success Rate	80% of Top Rate: 26.2%	Success Rate	80% of Top Rate: 28.1%	Success Rate	80% of Top Rate: 24.7%	Success Rate	80% of Top Rate: 27.3%
19 or Younger	36.9%	ok	35.6%	ok	32.8%	ok	35.1%	ok	30.8%	ok	34.1%	ok
20 to 24	17.5%	low	22.6%	low	17.8%	low	19.8%	low	12.5%	low	17.9%	low
25 to 39	14.4%	low	20.0%	low	13.5%	low	13.3%	low	17.7%	low	15.8%	low
40 or Older	18.9%	low	13.8%	low	20.9%	low	15.2%	low	19.3%	low	17.6%	low
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	89.4%	1.13	82.4%	89.2%	1.08	83.6%	90.9%	1.09	83.0%	91.1%	1.10	81.8%	90.0%	1.10	82.0%	90.1%	1.10
20 to 24	9.3%	5.0%	0.54	8.5%	5.9%	0.69	7.6%	4.5%	0.59	8.5%	5.3%	0.62	8.8%	3.9%	0.45	8.5%	4.9%	0.58
25 to 39	7.7%	3.4%	0.44	5.9%	3.6%	0.61	6.2%	2.8%	0.45	6.1%	2.5%	0.42	6.2%	3.9%	0.63	6.4%	3.2%	0.51
40 or Older	3.9%	2.2%	0.58	3.1%	1.3%	0.42	2.7%	1.8%	0.69	2.4%	1.1%	0.47	3.1%	2.2%	0.69	3.0%	1.7%	0.57

Student Equity Plan

Bakersfield College
(Indicator E - Transfer) Transfer by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 39.5%	Success Rate	80% of Top Rate: 42.9%	Success Rate	80% of Top Rate: 46.9%	Success Rate	80% of Top Rate: 34.4%	Success Rate	80% of Top Rate: 40.4%	Success Rate	80% of Top Rate: 40.4%
African American	35.1%	low	28.2%	low	31.1%	low	36.0%	ok	29.7%	low	31.8%	low
American Indian			35.3%	low	34.9%	low					28.9%	low
Asian	49.3%	ok	51.8%	ok	58.6%	ok	43.0%	ok	50.5%	ok	50.5%	ok
Filipino	22.7%	low	26.5%	low	29.4%	low	24.8%	low	26.2%	low	26.1%	low
Hispanic	25.8%	low	23.9%	low	23.3%	low	25.9%	low	20.9%	low	23.9%	low
Pacific Islander											40.7%	ok
Unknown	39.3%	low	53.6%	ok	36.5%	low	34.7%	ok	25.3%	low	33.1%	low
White	39.5%	ok	41.4%	low	35.7%	low	39.2%	ok	36.8%	low	38.6%	low
Grand Total	32.7%	low	32.9%	low	30.2%	low	32.0%	low	28.0%	low	31.1%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	6.0%	1.07	6.1%	5.3%	0.86	5.9%	6.1%	1.03	4.6%	5.2%	1.13	4.9%	5.2%	1.06	5.4%	5.5%	1.02
American Indian				1.3%	1.4%	1.07	1.7%	2.0%	1.16							1.3%	1.2%	0.93
Asian	3.2%	4.8%	1.51	3.3%	5.3%	1.57	3.9%	7.6%	1.94	3.9%	5.3%	1.34	3.5%	6.2%	1.80	3.6%	5.8%	1.63
Filipino	3.2%	2.2%	0.69	3.3%	2.6%	0.81	4.1%	4.0%	0.97	3.7%	2.9%	0.77	2.3%	2.2%	0.93	3.3%	2.8%	0.84
Hispanic	45.7%	36.1%	0.79	44.5%	32.3%	0.73	47.7%	36.8%	0.77	47.7%	38.6%	0.81	44.6%	33.3%	0.75	46.1%	35.4%	0.77
Pacific Islander																0.5%	0.6%	1.31
Unknown	2.6%	3.1%	1.20	3.3%	5.4%	1.63	2.9%	3.6%	1.21	4.4%	4.8%	1.09	11.5%	10.4%	0.90	5.1%	5.5%	1.07
White	37.9%	45.8%	1.21	37.6%	47.2%	1.26	33.5%	39.7%	1.18	34.3%	42.0%	1.23	31.2%	41.0%	1.31	34.8%	43.2%	1.24

Student Equity Plan

Bakersfield College

(Indicator E - Transfer) Transfer by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 24.8%	Success Rate	80% of Top Rate: 26.0%	Success Rate	80% of Top Rate: 22.8%	Success Rate	80% of Top Rate: 25.4%
No	33.7%	ok	33.6%	ok	30.9%	ok	32.6%	ok	28.5%	ok	31.8%	ok
Yes (DSPS)	17.8%	low	22.2%	low	17.7%	low	21.0%	low	20.4%	low	19.8%	low
Grand Total	32.7%	ok	32.9%	ok	30.2%	ok	32.0%	ok	28.0%	ok	31.1%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	96.6%	1.03	94.0%	95.9%	1.02	94.2%	96.6%	1.03	94.9%	96.7%	1.02	94.8%	96.2%	1.02	94.3%	96.4%	1.02
Yes (DSPS)	6.2%	3.4%	0.54	6.0%	4.1%	0.68	5.8%	3.4%	0.59	5.1%	3.3%	0.66	5.2%	3.8%	0.73	5.7%	3.6%	0.64

Student Equity Plan

Bakersfield College

(Indicator E - Transfer) Transfer by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they transfer to a four-year college. Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where availabl

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 34.7%	Success Rate	80% of Top Rate: 36.1%	Success Rate	80% of Top Rate: 32.0%	Success Rate	80% of Top Rate: 32.4%	Success Rate	80% of Top Rate: 29.6%	Success Rate	80% of Top Rate: 32.9%
No	43.4%	ok	45.1%	ok	40.0%	ok	40.5%	ok	37.0%	ok	41.2%	ok
Yes (Econ Disadv.)	27.2%	low	26.8%	low	25.4%	low	27.8%	low	24.2%	low	26.2%	low
Grand Total	32.7%	low	32.9%	low	30.2%	low	32.0%	low	28.0%	low	31.1%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohort Combined	
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %
No	34.1%	45.3%	1.33	33.3%	45.7%	1.37	32.7%	43.3%	1.33	33.0%	41.7%	1.27	29.8%	39.4%	1.32	32.5%	43.1%
Yes (Econ Disadv.)	65.9%	54.7%	0.83	66.7%	54.3%	0.81	67.3%	56.7%	0.84	67.0%	58.3%	0.87	70.2%	60.6%	0.86	67.5%	56.9%

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(Indicator E - Transfer) Transfer-Prepared Students by Gender

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation**: First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
   the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 23.9%	Success Rate	80% of Top Rate: 25.0%	Success Rate	80% of Top Rate: 22.2%	Success Rate	80% of Top Rate: 23.3%	Success Rate	80% of Top Rate: 20.8%	Success Rate	80% of Top Rate: 22.9%
Female	29.9%	ok	31.2%	ok	27.8%	ok	28.5%	ok	25.9%	ok	28.6%	ok
Male	27.0%	ok	28.2%	ok	26.0%	ok	29.1%	ok	24.7%	ok	27.0%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
Female	59.1%	61.5%	1.04	59.9%	62.3%	1.04	57.9%	59.6%	1.03	57.1%	56.6%	0.99	55.6%	56.9%	1.02	57.8%	59.3%	1.03
Male	40.9%	38.5%	0.94	40.1%	37.7%	0.94	42.1%	40.4%	0.96	42.8%	43.4%	1.01	44.0%	42.8%	0.97	42.0%	40.6%	0.97

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(Indicator E - Transfer) Transfer-Prepared Students by Age

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 25.2%	Success Rate	80% of Top Rate: 26.0%	Success Rate	80% of Top Rate: 23.7%	Success Rate	80% of Top Rate: 25.2%	Success Rate	80% of Top Rate: 21.9%	Success Rate	80% of Top Rate: 24.3%
19 or Younger	31.5%	ok	32.4%	ok	29.6%	ok	31.5%	ok	27.4%	ok	30.4%	ok
20 to 24	17.1%	low	17.5%	low	12.6%	low	15.1%	low	14.9%	low	15.5%	low
25 to 39	20.0%	low	18.7%	low	14.8%	low	13.9%	low	17.7%	low	17.1%	low
40 or Older	17.8%	low	21.3%	low	14.9%	low	16.7%	low	18.2%	low	17.9%	low
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
19 or Younger	79.2%	86.7%	1.10	82.4%	89.1%	1.08	83.6%	91.6%	1.10	83.0%	91.2%	1.10	81.8%	88.2%	1.08	82.0%	89.4%	1.09
20 to 24	9.3%	5.5%	0.59	8.5%	5.0%	0.58	7.6%	3.5%	0.46	8.5%	4.5%	0.53	8.8%	5.2%	0.59	8.5%	4.7%	0.55
25 to 39	7.7%	5.4%	0.70	5.9%	3.7%	0.62	6.2%	3.4%	0.55	6.1%	2.9%	0.49	6.2%	4.4%	0.70	6.4%	3.9%	0.61
40 or Older	3.9%	2.4%	0.62	3.1%	2.2%	0.71	2.7%	1.5%	0.55	2.4%	1.4%	0.58	3.1%	2.2%	0.72	3.0%	1.9%	0.64

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(Indicator E - Transfer) Transfer-Prepared Students by Ethnicity

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data; **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their
   first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for
   the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 33.1%	Success Rate	80% of Top Rate: 34.7%	Success Rate	80% of Top Rate: 33.9%	Success Rate	80% of Top Rate: 26.9%	Success Rate	80% of Top Rate: 30.5%	Success Rate	80% of Top Rate: 30.8%
African American	16.0%	low	19.2%	low	18.9%	low	19.2%	low	14.5%	low	17.6%	low
American Indian			41.2%	ok	32.6%	low			29.4%	low	27.7%	low
Asian	41.3%	ok	37.6%	ok	42.4%	ok	33.6%	ok	38.1%	ok	38.4%	ok
Filipino	34.7%	ok	43.4%	ok	35.3%	ok	33.7%	ok	29.2%	low	35.4%	ok
Hispanic	26.6%	low	24.5%	low	24.3%	low	27.5%	ok	23.1%	low	25.2%	low
Pacific Islander											30.5%	low
Unknown	29.5%	low	38.1%	ok	25.7%	low	27.3%	ok	27.8%	low	28.9%	low
White	31.9%	low	35.4%	ok	29.3%	low	31.2%	ok	27.6%	low	31.2%	ok
Grand Total	28.7%	low	30.0%	low	27.0%	low	28.7%	ok	25.4%	low	27.9%	low

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	5.6%	3.1%	0.56	6.1%	3.9%	0.64	5.9%	4.1%	0.70	4.6%	3.1%	0.67	4.9%	2.8%	0.57	5.4%	3.4%	0.63
American Indian				1.3%	1.8%	1.37	1.7%	2.1%	1.20				1.2%	1.4%	1.16	1.3%	1.3%	0.99
Asian	3.2%	4.6%	1.44	3.3%	4.2%	1.25	3.9%	6.2%	1.57	3.9%	4.6%	1.17	3.5%	5.2%	1.50	3.6%	4.9%	1.38
Filipino	3.2%	3.9%	1.21	3.3%	4.7%	1.45	4.1%	5.3%	1.31	3.7%	4.3%	1.17	2.3%	2.7%	1.15	3.3%	4.2%	1.27
Hispanic	45.7%	42.3%	0.93	44.5%	36.4%	0.82	47.7%	42.8%	0.90	47.7%	45.7%	0.96	44.6%	40.6%	0.91	46.1%	41.5%	0.90
Pacific Islander																0.5%	0.5%	1.09
Unknown	2.6%	2.7%	1.03	3.3%	4.2%	1.27	2.9%	2.8%	0.95	4.4%	4.2%	0.95	11.5%	12.6%	1.10	5.1%	5.3%	1.04
White	37.9%	42.2%	1.11	37.6%	44.4%	1.18	33.5%	36.3%	1.08	34.3%	37.2%	1.09	31.2%	34.0%	1.09	34.8%	38.8%	1.12

Student Equity Plan

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by DSPS Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.

Source: ARCC Student Success Scorecard Data;   **Source Explanation**: First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for the most recent five cohorts are shown below.

Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 23.3%	Success Rate	80% of Top Rate: 24.1%	Success Rate	80% of Top Rate: 21.9%	Success Rate	80% of Top Rate: 23.2%	Success Rate	80% of Top Rate: 20.3%	Success Rate	80% of Top Rate: 22.5%
No	29.2%	ok	30.1%	ok	27.4%	ok	29.0%	ok	25.4%	ok	28.1%	ok
Yes (DSPS)	21.9%	low	28.1%	ok	21.8%	low	23.2%	low	24.5%	ok	23.9%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	93.8%	95.2%	1.02	94.0%	94.4%	1.00	94.2%	95.3%	1.01	94.9%	95.9%	1.01	94.8%	94.9%	1.00	94.3%	95.1%	1.01
Yes (DSPS)	6.2%	4.8%	0.76	6.0%	5.6%	0.94	5.8%	4.7%	0.81	5.1%	4.1%	0.81	5.2%	5.1%	0.97	5.7%	4.9%	0.86

Bakersfield College

(Indicator E - Transfer) Transfer-Prepared Students by Economically Disadvantaged Status

Two measures of disproportionate Impact (the 80-Percent Index and the Proportionality Index) are shown below for the Transfer-Prepared element.
Source: ARCC Student Success Scorecard Data;   **Source Explanation:** First-time students who complete six or more units and attempt any Math or English in their first three years are tracked for six years to see if they become "Transfer Prepared" (completion of 60 UC/CSU transferrable units with a 2.0 GPA or better). Results for the most recent five cohorts are shown below.
Note: Areas in grey without figures indicate groups where numbers are too small to be meaningful - use the "All Cohorts Combined" columns to assess the group (where available).

80-Percent Index	2003-04 thru 2008-09		2004-05 thru 2009-10		2005-06 thru 2010-11		2006-07 thru 2011-12		2007-08 thru 2012-13		All Cohorts Combined	
	Success Rate	80% of Top Rate: 27.1%	Success Rate	80% of Top Rate: 27.9%	Success Rate	80% of Top Rate: 24.2%	Success Rate	80% of Top Rate: 23.2%	Success Rate	80% of Top Rate: 22.7%	Success Rate	80% of Top Rate: 25.0%
No	33.8%	ok	34.8%	ok	30.3%	ok	29.0%	ok	28.4%	ok	31.2%	ok
Yes (Econ Disadv.)	26.1%	low	27.6%	low	25.4%	ok	28.6%	ok	24.1%	ok	26.3%	ok
Grand Total	28.7%	ok	30.0%	ok	27.0%	ok	28.7%	ok	25.4%	ok	27.9%	ok

Note: The bold rate in each 'Success Rate' column designates the highest rate in that cohort.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
No	34.1%	40.2%	1.18	33.3%	38.7%	1.16	32.7%	36.6%	1.12	33.0%	33.3%	1.01	29.8%	33.4%	1.12	32.5%	36.4%	1.12
Yes (Econ Disadv.)	65.9%	59.8%	0.91	66.7%	61.3%	0.92	67.3%	63.4%	0.94	67.0%	66.7%	0.99	70.2%	66.6%	0.95	67.5%	63.6%	0.94