



DRAFT Oct 14, 2015

Credit Student Success and Support Program Plan

2015-16

District: Kern Community College District
College: Bakersfield College

**Report Due by
Friday, October 30, 2015**

Email PDF of completed plan to:

cccssp@cccco.edu

and

Mail signature page with original signatures to:

Patty Falero, Student Services and Special Programs Division

California Community Colleges Chancellor's Office

1102 Q Street, Suite 4554

Sacramento, CA 95811-6549

Instructions for Completion of the College Student Success and Support Program Plan

INTRODUCTION

The purpose of the credit Student Success and Support Program (SSSP) Plan is to outline and document how the college will provide SSSP services to credit students¹. The goal of this program is to increase student access and success by providing students with core SSSP services to assist them in achieving their educational and career goals.

More specifically, colleges are to:

- Provide **at least** an abbreviated student education plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.
- Provide orientation, assessment for placement, and counseling, advising, and other education planning services to all first-time students².
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than completion of 15 units.
- Provide follow-up services to at-risk (students enrolled in basic skills courses, students who have not identified an education goal or course of study, or students on academic or progress probation).

INSTRUCTIONS AND GUIDELINES

Please carefully review these instructions and resources, including the SSSP Handbook, relevant sections of the Education Code and title 5 regulations before completing the program plan.

The program plan is set up as a Word document. As you enter your responses below each question, the document will expand to accommodate the information provided. *Colleges are to use the template as provided.* When complete, also save the document as a PDF file and email it as an attachment to cccssp@cccoco.edu with the name of the college and “SSSP Credit Program Plan” in the subject line. Mail the signature page with the original signatures, along with the separate Budget Plan signature page, by the due date (Oct. 30th).

The program plan is to be submitted on an annual basis³. When writing the program plan, assume that the reader knows nothing about your program and will have only your document to understand the delivery of program services and resources needed for implementation. Be sure to include input from faculty, staff, administrators and students in the development of this plan (per title 5, §55510[b]).

All state-funded SSSP services, procedures, and staff activities must be described in the program plan. Section 78211.5(b) of the Education Code permits districts and colleges to expend these categorical funds only on SSSP activities approved by the Chancellor. Please be sure all expenditures

¹ Colleges operating SSSP programs for noncredit students must prepare a separate noncredit plan.

² A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

³ The program plan is now required on an annual basis due to new SSSP requirements focusing funding on core services, changes related to priority enrollment, mandatory core services, and the significant increases in funding in 2013-14, 2014-15 and 2015-16. As implementation and funding stabilizes, this requirement may be revisited.

are consistent with the [SSSP Funding Guidelines](#) or your plan may not be approved. The information provided and the funding source should be clearly indicated in the plan narrative and correspond with expenditures listed in the Budget Plan. In districts with more than one college, the college program plan must also address any portion of the college's allocation expended by the district. The program and budget plans will also be compared with the colleges' credit SSSP Year-End Expenditure Report to monitor for consistency. Note that SSSP funds may not be used to supplant general or state categorical (restricted) funds currently expended on SSSP activities. Any services provided should supplement--not supplant--any services provided to students currently participating in college categorical programs and any other federal, state, and local programs.

The SSSP Plan is divided into six sections. The Budget Plan is a separate document.

- I. Program Plan Signature Page
- II. Planning & Core Services
 - A. Planning
 - B. Orientation
 - C. Assessment for Placement
 - D. Counseling, Advising, and Other Education Planning Services
 - E. Follow-up for At-Risk Students
 - F. Other SSSP/Match Expenditures
- III. Policies
 - A. Exemption Policy
 - B. Appeal Policies
 - C. Prerequisite and Corequisite Procedures
- IV. Professional Development
- V. Attachments

Links to program resources are provided below to assist with the development of your SSSP Plan.

RESOURCES

- [Seymour-Campbell Student Success Act of 2012](#)
- [California Code of Regulations](#)
- [Chancellor's Office Student Equity web page](#)
- [Accrediting Commission for Community and Junior Colleges](#)
- [Chancellor's Office Basic Skills website](#)

SECTION I. STUDENT SUCCESS AND SUPPORT PROGRAM PLAN SIGNATURE PAGE

College Name: Bakersfield College

District Name: Kern Community College District

We certify that funds requested herein will be expended in accordance with the provisions of Chapter 2 (commencing with Section 55500) of Division 6 of title 5 of the *California Code of Regulations* and *California Education Code* sections 78210-78219.

Signature of College SSSP Coordinator: _____

Name: Dr. Janet Fulks Date: _____

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

Name: Dr. Zav Dadabhoy Date: _____

Signature of the Chief Instructional Officer: _____

Name: Nan Gomez- Heitzeberg Date: _____

Signature of College Academic Senate President: _____

Name: Steve Holmes Date: _____

Signature of College President: _____

Name: Dr. Sonya Christian Date: _____

Contact information for person preparing the plan:

Name: Janet Fulks Title: Interim Dean of Student Success and Precollegiate Studies
Email: jfulks@bakersfieldcollege.edu Phone: (661) 395-4381

SECTION II. PLANNING & CORE SERVICES

Directions: Please provide a brief but thorough answer to each of the following questions relating to how your college is meeting the requirements to provide core services under title 5, section 55531. Do not include extraneous information outside the scope of SSSP. Projected expenditures should correspond to items listed in the Budget Plan. Answers should be entered in the document below each question.

A. Planning

1. a. Describe the planning process for updating the 2015-16 SSSP Plan.

The planning process for updating the 2015-16 SSSP Plan has been robust, engaged many constituents, and has made the integration of SSSP and Equity a central priority.

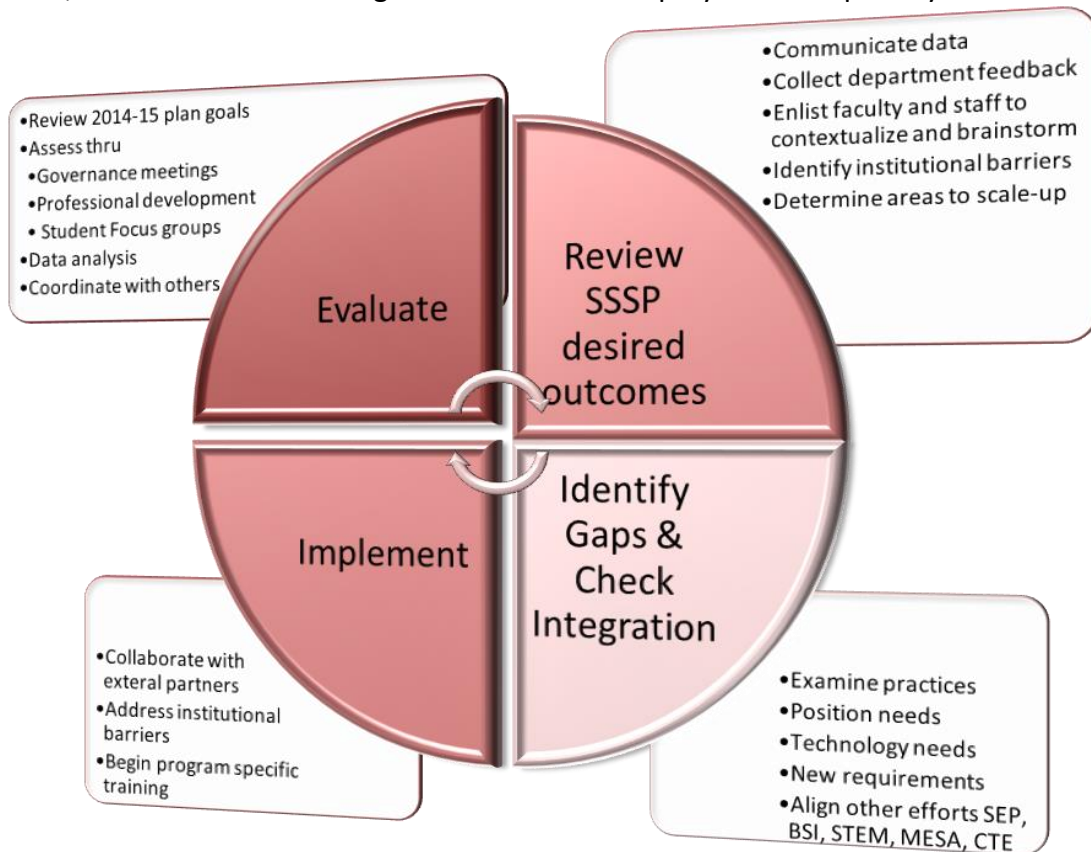


Figure 1Bakersfield College SSSP Planning Process

SSSP 2015-16 planning began with data analysis, governance committee agendaized discussions, targeted professional development, MIH training and feedback as part of an ongoing real-time evaluation of the 2014-15 activities. In early spring 2015, student focus groups were held to evaluate services. Several data workshops were held to examine specific topics such as Student Services (re)Defined (with Dr. Darla Cooper), Multiple Measures Statewide Trends and Data (with Dr. John Hetts), Data Coaches (with Brad Phillips) and multiple equity workshops.

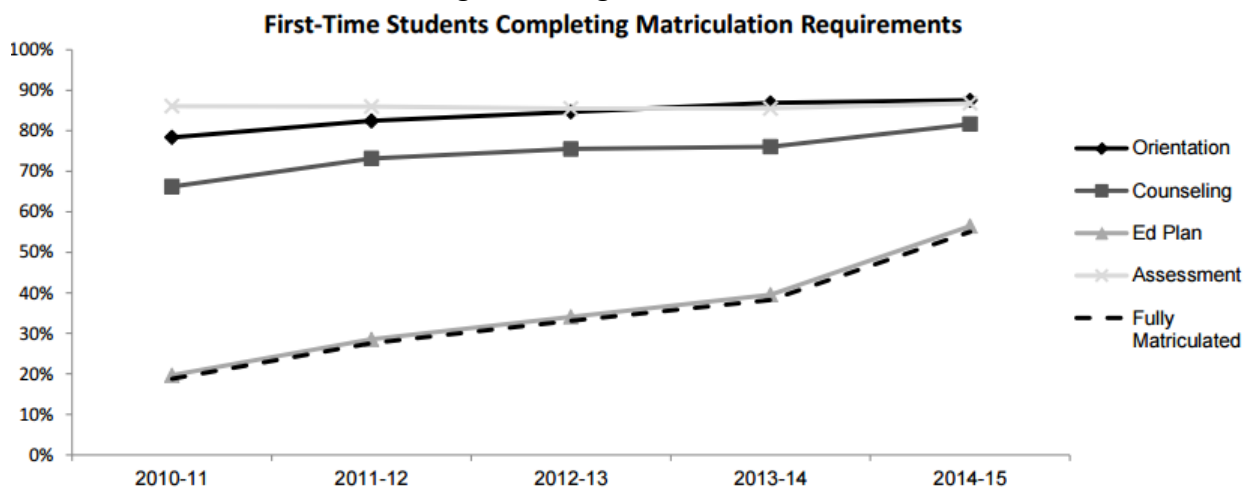
In May 2015, BC held three meetings to collect feedback and evaluate core service delivery at the high schools. These meetings engaged stakeholders from three primary groups: Cal-SOAP, BC’s counseling department, and BC’s outreach/admissions department. In addition, through the Achieve the Dream data coaching sessions, students were interviewed by the faculty, staff and administrators regarding core services as integral success factors. Additionally, feedback from the high school counselors and administrators has informed multiple measures implementation and the core service delivery at the high school locations.

In the summer of 2015, BC collected individual feedback from each of the departments on campus responsible for core services, including: counseling, financial aid, outreach for core services, athletics, Academic Development, student support services, admissions and records, and assessment. The Summer Institute provided Professional development for the entire campus, sharing data and getting feedback related to First Time in College student data.

In August 2015, the President convened a task force of administrative leaders to consider student success on a large scale to ensure integration and collaboration among leaders of SSSP, Equity and BSI. This group provided leadership, oversight and approval of recommended changes. Members included the following:

- Sonya Christian, President
- Anthony Culpepper, Vice President, Finance and Administrative Services
- Zav Dadabhoy, Vice President, Finance and Administrative Services
- Janet Fulks, Dean of Student Success & Precollegiate Studies
- Odella Johnson, Director of Equity & Inclusion
- Lesley Bonds, Student Success Program Manager

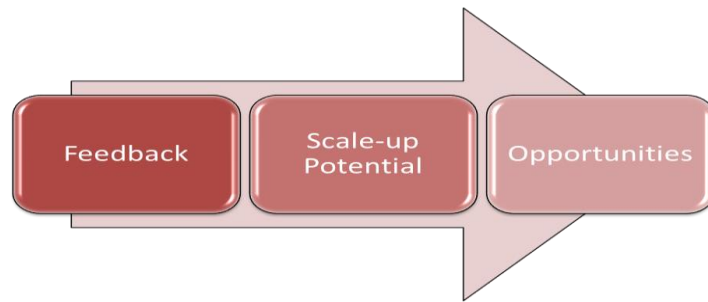
Trend data was shared showing increasing services to students.



Three final meetings were held to share planning concepts and gather feedback from community partners; Kern Foundation, high school counselors and administrators, Taft College, and CSU Bakersfield. The Dean of Student Success & Precollegiate Studies convened the representative SSSP group from each core service delivery area and other stakeholders to write, review and recommend changes the SSSP 2014-15 Plan. The plan was then vetted through appropriate college and district governance groups.

b. What factors were considered in making adjustments and/or changes for 2015-16?

Figure 2 Bakersfield College Factors for Planning Adjustment



Bakersfield College's considerations in making adjustments have been three-fold:

1) feedback from core service delivery areas and partners, 2) scale-up potential, and 3) opportunities for integration and collaboration with key constituents.

- 1) Feedback from Core Service Delivery Areas and partners
 - Review and evaluation of extended orientation Summer Bridge
 - Review of parent engagement and evaluation of parent orientation/convocation
 - Review of professional development practices
 - Review of achievement gap data
 - Evaluation of core services MIS data submission
 - Analysis of core service delivery data
- 2) Scale-Up Potential
 - Hiring plan with focus on workload distribution
 - Review of software and technology key to matriculation work expansion
 - Faculty engagement across campus in core service delivery and referral
 - Collaboration with partners, proctors and e.g. high schools, Taft, CSUB, Kern Foundation
 - Ability to leverage additional funding sources (Title 5, College Futures, AACC) to do the work that is necessary but disallowed by SSSP funding
- 3) Opportunities for Integration and Collaboration with Key Constituents
 - Work with Office of Equity & Inclusion
 - Work with Basic Skills and Department of Academic Development
 - Recognition of importance of broad collaboration in educational pipeline; extended collaboration with K-12
 - Creative use of SSSP, BSI, and equity funds to cover student support services

BC's service area is vast, and it has proven difficult for BC staff to be solely responsible for direct service delivery on-site. To reduce unmet need, BC is coordinating with multiple departments to complete the work. Student Success, as a department, has convened a leadership group with representatives from outreach (core services), and counseling to ensure streamlined communication. Additionally, in each of our annual Program Review reports, our areas submitted requests for the following positions to support core service delivery:

- 5 Counselors
- Program Director for SSSP

c. In multi-college districts, describe how services are coordinated among the colleges.

Throughout the Kern Community College District (KCCD), coordination is relatively low due to diverse educational pathways, varied student populations, and broad geographic reach – colleges are over an hour apart and in different counties. However, the three colleges in our district (Bakersfield College, Porterville College and Cerro Coso College) coordinate services in many ways particularly where centralized services may be advantageous, for example:

- degree audit software
- assessment test (Accuplacer) and acceptance of each colleges placement levels
- MIS data coordinating committee for required data submissions
- collaboration efforts to design a better process for validating SSSP MIS reporting
- CCCApply in order to capture better data and integrate that data with core service delivery (set to begin November 1, 2015).
- educational planning software and transcript evaluation software
- collaboration on scheduling around factors that impact the core services
- ability for students to register for classes (including online) at any college in the district
- enrollment management provides nudges for open sections at all sites

d. Briefly describe how the plan and services are coordinated with the student equity plan and other district/campus plans (e.g., categorical programs) and efforts including accreditation, self-study, educational master plans, strategic plans, Institutional Effectiveness, the Basic Skills Initiative, Adult Education (Assembly Bill 86), and departmental program review.

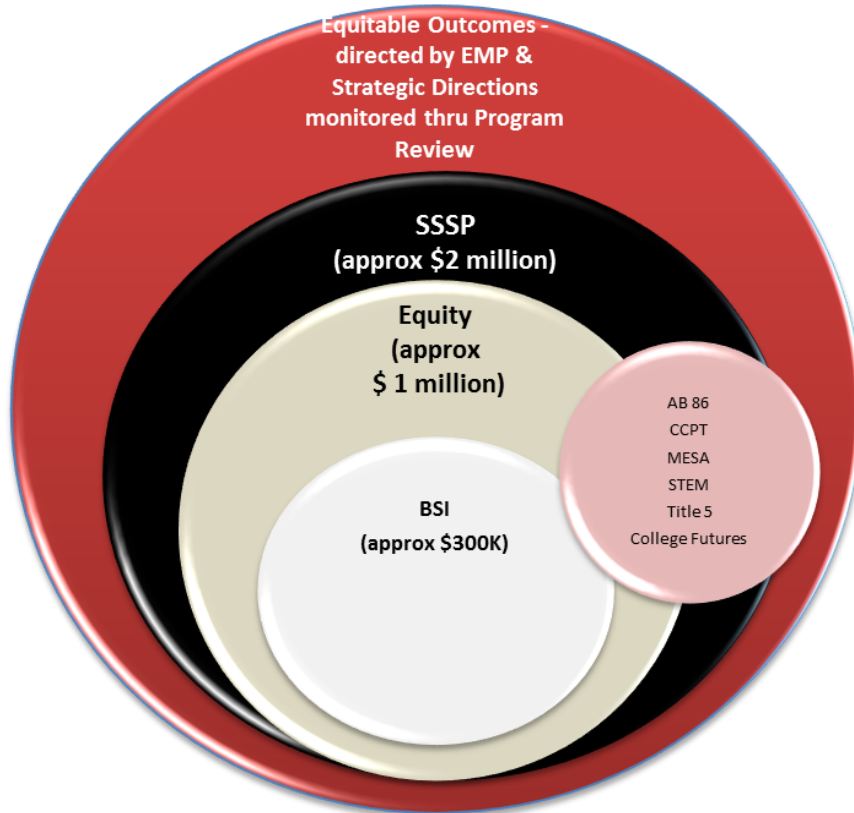


Figure 3 Coordination of Funding Streams and Planning

At Bakersfield College, decisions about funding, hiring, goals, metrics, etc. are based on the integration of programs within the College’s strategic plan, each programs’ completion of an annual Program Review, and program alignment with other institutional plans, such as technology, HR, professional development, and accreditation. The staff in SSSP support all efforts that link to the 4 core services and student success.

- Educational Master Plan – high level external and internal scanning and planning (3 years)
- Strategic Directions – local implementation of EMP through directives, assessed every semester and revised as needed with a thorough review every three years linking to EMP cycle.
- Program Review – distinct department and service level reports – data driven with targets (annual). Drives integration of budgets, hiring, program and curricular changes
- Accreditation self-study – documents the above with evidence

Example: In BC’s foundational Strategic Directions document indicates which initiatives are responsible for meeting the institutional plan. SSSP is specifically aligned with the following directions and embedded initiative clusters:

1. Direction 1: Student Learning
 - a. Academic Curriculum
 - b. Academic Support
2. Direction 2: Student Progression & Completion
 - a. Enrollment & Matriculation

- b. Student Completion & Engagement
- c. Student Equity
- 3. Direction 5: Leadership & Engagement
 - a. Professional Development
 - b. Community – Internal
 - c. Community – External

State Restricted Funding	Main Features	Funding purposes	Current Uses
BSI	Most flexible; Smallest amount; Longest history; Useable over Multiple years; No penalties	Anything related to ESL & Basic Skills education Links Funding to Basic Skills Tracker metrics	Habits of Mind, Supplemental Instruction, Curricular Change, Professional Development, Publications, Office materials & postage, research lpads, data coaches; Writing center
SSSP	Covers only SS core services and referral to follow-up; Based upon documenting services in MIS data	Student services related to outreach, orientation, assessment and placement, counseling & ed planning	Personnel, outreach at high schools for onsite core services, assessment, placement, counseling, Making it Happen, computers, data coaches, research, publications, professional dev.
Equity	Covers specific costs related to identified student populations with achievement gaps for specific metrics Penalty if we do not mitigate specific gaps	EC 78216(b)(4): Links funding to Scorecard EC 78216(c)(7): Delineates plan requirements & links to mitigation of disproportionate impacts on student access and achievement.	Supplemental instruction, outreach, community engagement, professional development, work with specific target populations, peer advisor (*reference handout – activities by student success goals), professional development, direct student services

The Student Success & Support Program (SSSP) is directly integrated with several other categorical funds in order to meet statewide mandates and serve our student population. The Dean of Student Success & Precollegiate Studies provides direct program oversight for each of these areas (SSSP, BSI, Equity, College Futures and Title V) to ensure collaboration and ability to leverage the funds to best support student success. The Dean of Student Success sits on the following committees to provide integration: Student Affairs Leadership Team, Educational Administrators Council, Accreditation and Institutional Quality, Basic Skills, President’s Cabinet and Admin Council. Because of the diverse expenditure requirements and limitations, BC innovatively integrates these plans to cover gaps in expenses, services, and resources. For example, some resources like the PLATO program for assessment practice and our degree planning software were purchased with SSSP funding; these resources allow us to better serve our adult education links through AB86 as students prepare for assessment and placement. As a result, BC was able to deliver core services at the Bakersfield Adult School, which serves over 16,000 students, for the first time this year. Representatives from the Adult School also attended the Principal’s Breakfast hosted by our outreach department in May 2015.

Bakersfield College was recently awarded a Title V grant for approximately \$2.5 million over 5 years to scale up its services to our largely Hispanic/Latino student population. BC intends to build upon its work in core service delivery made possible by SSSP funds to scale up and intentionally target math interventions in collaboration with Equity, BSI and SSSP. A College Futures grant provides potential to collaborate and fund high school work as well as curricular alignment from high schools to community college to CSU.

Metrics for these plans are examined in a matrix and data is publically available on the Renegade Scorecard to provide accountability and oversight through program review and the strategic plan called Strategic Directions.

2. Describe the college’s student profile.

Bakersfield College’s annual unduplicated headcount is growing as indicated in the DataMart.

Annual 2012-2013	Annual 2013-2014	Annual 2014-2015
Student Count	Student Count	Student Count
23,288	24,394	25,328

BC students are increasingly younger and predominantly recent high school graduates but all typical community college populations are represented. BC is increasingly working with high schools to offer dual enrollment courses (as indicated below in special admit category) and will be offering a Bachelor’s Degree in Industrial Automation both of which have changed our core service strategies directed at these populations e.g. better alignment with structured pathways communicated earlier to students.

California Community Colleges Chancellor's Office				
Student Enrollment Status Summary Report				
	Fall 2014	Fall 2014	Spring 2015	Spring 2015
	Student Count	Student Count (%)	Student Count	Student Count (%)
Bakersfield Total	18,321	100.00%	17,963	100.00%
First-Time Student	3,395	18.53%	1,842	10.25%
First-Time Transfer Student	142	0.78%	156	0.87%
Returning Student	3,458	18.87%	3,337	18.58%
Continuing Student	11,222	61.25%	12,339	68.69%
Uncollected/Unreported		0.00%	1	0.01%
Special Admit Student	104	0.57%	288	1.60%

BC serves approximately 41 high schools, the majority of which are part of the Kern High School District (KHSD), California's largest high school district with about 35,000 students.

Bakersfield College, situated in Kern County, is a Hispanic Serving Institution with 76.1% of students identifying as students of color. The majority of BC students are female (54%) and under the age of twenty-five (66%). Other student race and ethnicity percentages are as

follows: 5% African American/Black students, 1% American Indian students, 4% Asian/Filipino/Pacific Islander students, and 24% white students.

According to data reported by the California Department of Education, Kern County's educational attainment rates are bleak. A recent study by Measure of America of 98 of the 100 largest metro areas in the United States found that Kern County has the highest rate of those ages 16 to 24 who are not in school and not working in the state. At 21.2%, over 26,000 young people in Kern County are entirely disengaged. Just 15% of people ages 25 and up have a bachelor's degree or higher, and that rate drops significantly for people of color with just 11.7% of African American/Black residents and 5.4% of Hispanic/Latino people holding a degree. These numbers mean that approximately 80% of students are First Generation.

Census Bureau data for Kern County residents indicate a median household income of about \$14,000 below the state average, with 22.5% of the population living below the poverty level. Nearly 70% of Bakersfield College students rely on some form of financial aid.

3. Describe any partnerships among colleges or with high school districts, workforce agencies, or other community partners that assist with providing core services to new students.

Notes: Summarize. College Futures (KHSD and CSUB), Outreach with KHDS and rural schools, Game Changer grant, Outreach with foster agencies, work with continuation schools more than in past, JP Morgan Chase Grant partnership with workforce agencies and internships, MESA industry partners, homeless center, prisons

BC's efforts with multiple measures and accurate placement have garnered positive community collaboration with high schools and resulted in rich curricular discussions to better prepare students before they come to us. To that end, BC has seen an improvement in both quality and quantity of collaborative partnerships that assist in providing core services to new students.

1. Local School Districts:

BC works directly with high school administrators to organize and implement on-site core service delivery. Notably, BC visited over 40 high schools in Kern County (compared to 17 the previous year), including those in rural Kern through our Rural Initiative Project, to deliver core services in 2014-15. BC trains on-site proctors to deliver assessments at the high schools, delivers abbreviated student education plan workshops, and even supports course registration. The High School Counselor Liaison program results in HS counselors being trained on BC's matriculation processes leading to registration. Additionally, BC engages in professional development with the Kern High School District to align curriculum and address college readiness.

2. CSU and UCs:

Bakersfield College has scaled up the number of Associate Degree for Transfer offerings to 23 with 158 courses that have C-IDs for guaranteed transfer to CSUs and UCs. These degrees and courses enable students to successfully transfer and attain a four-year degree. BC has a counselor dedicated to transfer success and arranges for representatives from four-year institutions to regularly visit campus and recruit students. CSUB has a transfer center on-site.

Of the 593 students who transferred to a CSU in 2014, 428 transferred to CSU Bakersfield. BC regularly collaborates with CSUB on events, community initiatives, and curriculum alignment to ensure course and degree transfer, including course articulation agreements specific to CSUB. BC and CSUB faculty from English, ESL, and Reading attend an annual conference called Building Bridges to engage in professional development. Learn more here: <http://buildingbridgesconference.blogspot.com/>

BC collaborates with CalSOAP at CSUB reaching out to low income, first-generation students who need support applying and transitioning to college. Additionally, BC is currently working with CSUB on a grant that will incentivize math teachers in Kern County to pursue minimum qualifications to teach dual enrollment mathematics courses at the high schools.

3. Local Community Organizations:

BC works closely with several local community organizations to deliver core services and to engage in a dialogue about the educational landscape in our county. Recently, BC was invited to work with the Kern Community Foundation on the College Access Project with a number of local educational partners. In these meetings, BC is engaging with leaders from middle schools, high schools, CSUB, and Taft College to address misalignment, cultural disconnects, and inter-industry communication that will support student access to and success in higher education.

Moreover, BC works with a local foster care provider to offer a summer intensive workshop for over 15 students. During this workshop, these students completed all core matriculation steps. BC also engages with local nonprofit organizations and churches to address African American success at the college. This year, BC invited local Black community leaders to attend a summer Bridge where students completed several of the core matriculation services; these leaders go on to serve as mentors to our African American students throughout the school year, referring them to the support services necessary for their success at the college.

4. Workforce Partners:

Through AB86, BC works with the Kern Employment Agency, Goodwill Industries, Aera, and Chevron extensively.

Major employers are invested in BC, as is BC in serving their labor needs. Major agriculture firms Grimmway and Wonderful, as well as energy firms, like Chervon, have positive and supportive relationships with BC. Many of these employers offer internships to students, help develop curriculum and programs relevant to employment and have donated money to the college, and participate in summer camps for local K-12 students.

5. Research Partners:

Bakersfield College interfaces with four primary research entities to evaluate and implement changes in core service delivery. Throughout the past year, BC has worked with WestEd

(Patrick Perry and Kathy Booth), the RP Group (Darla Cooper), the Institute for Evidence-Based Change (Brad Phillips), and independent research contractors like Peter Bahr.

B. Orientation

1. Were adjustments made to your orientation process based on outcomes from your 2014-15 program plan?

BC implemented several changes this year to scale up service delivery at the high schools. Notably, the Office of Outreach and School Relations (delivers SSSP core services) hired additional staff, including a Program Manager, 2 educational advisors and a full-time department assistant to support the work of the Director. The office then partnered with the Kern High School District to offer the new student orientation program at 21 high schools. Applicants had the opportunity to meet BC staff and ask questions about the academic programs and students support services offered at the college. 88% of our first time students were oriented last year. Approximately 33% of orientations occur face-to-face at the high schools, in workshops, in extended orientations or in one-day Renegade events, however, 67% of all students are oriented online.

BC began delivering online orientation and is currently experimenting with online delivery formats. Now, the orientation is available from BC's website and is hosted on Google Slides for easy update. BC recently purchased Comevo LLC to build a more robust online orientation program and is collaborating with other community colleges to implement the statewide portal for orientation.

Because student feedback indicated that the shelf life on one hour orientation is short, BC developed and scaled up the extended orientation in summer. Numerous delivery formats were pilot tested.

BC offered 4 one-day matriculation programs targeted to students who had an application on file but had not yet completed the remaining matriculation steps. Additionally, BC scaled up the extended orientation program, Summer Bridge, from 4 sections to over 20 (reaching 400+ students) in summer 2015 and hosted the first campus-wide extended parent orientation in August 2015. Over 800 students and parents attended that event.

Throughout the past several months, the Office of Outreach & School Relations worked to completely rewrite orientation content to align with student learning outcomes. A new online gamified orientation is being developed.

2. a. How many students were provided orientation services in 2014-15?

Note for each of the core services we have decided to review data from various sources. They do not match for many reasons, but we intend to validate the data and use the target population appropriate to the service.

First-time in college (FTIC) students from our KCCD IR report 4,824 oriented in 2014-15. DataMart reports Summer 14, Fall 14, Spring 15) 10,556 oriented.

b. What percentage of the target population does this represent?

BC delivered orientation to 88% of its target population of first-time students in college (FTIC).

c. What steps are you taking to reduce any unmet need or to ensure student participation?

BC's orientation program is growing with leadership in the Office of Outreach and School Relations. In 2015-16, BC intends to hire a new educational advisor to support outreach at high schools with low application/matriculation step completion. Additionally, SSSP staff are collaborating extensively with the Office of Equity and Inclusion to target specific student populations and ensure quality service delivery. We anticipate BC will hire a second educational advisor in Equity & Inclusion to support targeted student outreach.

BC continues to collaborate with its service region high schools to promote orientation services. The following steps were implemented to ensure student participation:

- Offered in-person orientation programs on-site at 21 service region high schools
- Offered 4 one-day matriculation programs to target students who did not complete the matriculation step

3. a. Are orientation services offered online?

Yes, orientation services are offered online.

b. Identify any technology used to provide orientation, including any commercial or in-house products in use or under development, and annual subscription or staff support requirements.

In addition to offering an online orientation registration and tracking for both in-person and online orientation, BC purchased Comevo LLC in May 2015 to enhance the online orientation program. The projected "go live" date is November 1, 2015. Staff include Outreach Director, Program Manager, counseling and MIH that are responsible for developing the online curriculum based on the learning outcomes for the orientation program and Department Assistant that maintains the online registration and website with events.

Because approximately 60-67% of the student orient online, and the system should be engaging and effective, BC also recently hired an instructional design faculty member and a web content editor to develop an in-house, cutting edge gamification model of orientation. BC also uses moodle to offer program-specific orientations and is currently exploring Canvas. More information here: <https://www.bakersfieldcollege.edu/orientation>

4. Identify the topics covered in orientation. Include those topics mandated by title 5 section 55521 and any additional information, policies and/or procedures that the college or district determines necessary to include in a comprehensive orientation.

BC's orientation includes several key components that align with established learning outcomes and mandated topics. Topic sections are organized below and detailed topics are in the numbered section below.

- A. College Welcome: Administration & Faculty, SGA
- B. Steps to Success: Admissions, Orientation, Assessment, Counseling, Registration, Payment of Fees, and Financial Aid
- C. Student Conduct and Safety Title 9: Student Code of Conduct, Academic Honesty, Classroom Etiquette, Discrimination and Harassment, Sexual Harassment, Public Safety, Parking, and Emergency Response
- D. Academic Programs, Programs of Study and Vocational Pathways: Agriculture and Natural Resources; Arts, Media and Communications & Business, Management and Information Technology & Engineering and Industrial Technology & Health Services & Public, and Human Services
- E. Academic Support Programs: The Learning Center--Math Lab, Student Success Lab, Tutoring Center, Writing Center, CAS Workshops, Library, Supplemental Instruction, and Habits of Mind
- F. College Success: Career Center (Job Placement), Child Development Center, DSPS, EOP&S, Health Services, Transfer Center, Veterans Services, Define units/credits, Registration Deadlines, Grades (A, B, C, D, F, W, P, Au, Inc., Important Terms (Prerequisite, Lower Division), College Catalog, and Class Schedule
- G. Campus Life: Student Life, SGA, Student ID Card, Clubs, Performing Arts, Athletics, Fitness Center, Campus Publications, Mascot, Pantry, transportation to/from campus, credit card avoidance; Social Media – FB and Twitter – Instagram – YouTube -- Pinterest

Orientation curriculum is intentional and aligned with a set of specific learning outcomes. As a result of participating in orientation, new, first-year students will be able to:

1. Describe academic expectations and progress and probation standards;
2. Describe how to get and maintain priority registration and be in good standing with financial aid;
3. Utilize the prerequisite or co-requisite challenge process;
4. Locate information on available programs, support services, financial aid assistance, and campus facilities, and how they can be accessed;
5. Identify opportunities related to student engagement and involvement;
6. Locate academic calendar, important timelines, registration, and college fees;
7. Describe the Habits of Mind that help a student be successful at BC;
8. Locate available education planning services,
9. Understand the college's expectations of students as a member of the campus community, scholarships, integrity, conduct, ethical use of technology as well as alcohol, sexual misconduct, student conduct, sustainability;
10. Know the basics of Title IX and the Clery Act, including the Violence Against Women Act (VAWA) and the college prevention and response efforts;
11. Describe campus safety system; emergency response and safety; text message and emergency alert system; lockdown procedures, rapid relocation in emergencies; active shooter;

12. Understand transition to college life – what to expect; time management; study skills; the personal commitment necessary to succeed in higher education;
13. Understand and embrace financial obligations; how billing works; how bills are paid; managing financial resources, understanding available sources of financial aid;
14. Know about FERPA;
15. Understand class scheduling, registration processes;
16. Use academic advisement services; academic workload and educational goals;
17. Have information about the range of educational programs at the college;
18. Describe the range of student support services available;
19. Locate the campus, buildings, offices, etc.;
20. Articulate and /or embrace the history, traditions, and campus cultures to facilitate an identification with and integration into the college;
21. Understand the process to seek student employment opportunities;
22. Know about social and involvement opportunities, events and activities; clubs and organizations;
23. Find where to get student ID cards

5. Complete the chart below outlining the staff associated with orientation and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

The table below separates people by their activity and therefore the % of a SSSP or other funding is related only to that activity for that portion of that person.

Title	Role	FTE	% SSSP	% General	% Equity	% STDV
Counselors FT	Delivery of F2F Orientation; extended orientation; parent orientation	2.91	20.00%	20.09%		
Counselors Adj	Deliver of F2F Orientation; extended orientation; parent orientation	1.05	26.30%			
Ed Advisors	Delivery of F2F Orientation; some ed advisors do program specific orientation for CTE (not included in budget; restricted funding)	3.50	25.00%	25.00%		
Dead of Student Success	Online development; high school orientation; EPI Orientation workgroup	0.09	11.74%			
Stipend Advisors	MIH advisors participate in extended bridge	0.02	5.00%			
SSSP Managers	Participate in on-site & BC orientations; create content; evaluate effectiveness	0.45	14.90%			
Clerical Staff	Register, coordinate, support, and attend orientations for clerical support	0.70	34.78%			
IT Specialist & Web Content	Development of web interface, gamified content, Orientation website upkeep	0.25	25.00%			

Title	Role	FTE	% SSSP	% General	% Equity	% STDV
Transfer Coordinator	Participates in high school and onsite visits for transfer portions of orientation	0.21		20.93%		
Admissions & Records	Helps with on-campus orientation regarding registration and schedule information	0.05		1.77%		
Equity & Inclusion Program Manager	Parent Orientation	0.25				100.00%
Equity & Inclusion Program Director	Specialized orientation for specific populations (e.g. ASTEP, AAMP, and Hispanic/Latino initiatives)	0.10				100.00%
Director of Student Life	Convocation Parent Orientation and Bridge	0.10				100.00%
Student Employees (Peer Mentors, Ambassadors)	Participation in on-site orientation, extended and special orientation, parent and convocation	1.00			100.00%	

6. Complete the chart below outlining all other orientation related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for orientation services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

- Do this by activity code (Cathie Jacobs)
- Need individual price (not aggregate price)
- Include printer and printing costs
- Computers for high school visits (5)
- High speed scanner (counseling)
- Catalog costs
- Include all Bridge costs: food, flash drives
- Faculty special compensation
- Rural bridge food
- Professional development for faculty
- Convocation Food
- ITS POSSIBLE food (one-day orientation)
- Transportation/mileage costs

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4313	Non-instructional Supplies & Materials e.g office supplies	SSSP	\$2000
4310	Instructional Supplies – materials for bridge and orientation	SSSP	\$2500
5119	Other non-instructional consulting for	SSSP/Equity/BSI/GF matching	

	professional development and data analysis		
5220	Employee Travel – for Accuplacer, CAI, multiple measures and professional development	SSSP/BSI/Equity	\$7500
5230	Food Meetings – for orientation meetings, parent orientation and convocation	SSSP/Equity/Student Development	\$4000
5686	Other Equipment Maintenance – for parent orientation and convocation events	SSSP/Equity/Student Development	\$5000
5820	Postage – for invitations to one day on site	SSSP/Equity	\$1000
5861	Printing – for bridge, convocation, orientation	SSSP	\$4000
6412	Computer/Technology Equipment	SSSP/BSI/Equity	\$2000
6412FA	Computer/Tech equipment for orientation presentations at high schools		

C. Assessment for Placement

1. Were adjustments made to your assessment for placement process and/or procedures based on outcomes from your 2014-15 plan?

All new students are required to take placement tests unless they are exempt by district policy (such as taking placement tests at another District College), have qualifying scores on Advanced Placement or International Baccalaureate tests, or have taken the CSU ESP, EPT or ELM Placement tests or have participated in UC placement tests (very few students are exempted each year). The definition of exemption is complicating multiple measures. BC may be moving to accepting high school GPA, EAP and IB in place of the test. Would that be considered a multiple measure or an exemption?

Bakersfield College made many adjustments to the assessment for placement process after thorough review of the 2014-15 plan and outcomes. Last year, BC was using COMPASS for all assessment for placement, but learned that COMPASS has a low predictive value, while predictability of success increases to 70-80% using high school grades. In response, BC made the decision to move from COMPASS to the web-based Accuplacer to allow for on-site assessment testing in the high schools use of an essay format in WritePlacer for writing placement and ESL writing placement. The change to testing at high schools produced higher test results and placement at higher levels, e.g. English increased by 3% in transfer level and math by 9% in transfer level.

BC was an early pilot in implementing multiple measures placement. BC instituted and scaled up multiple measures to include high school GPA, highest English or math course and grade in senior year and applied these to a cohort of 500 in spring 2014 and scaling-up to all incoming high school students engaged through our outreach department in spring 2015. More than 1359 students were simultaneously bumped up through the Accuplacer multiple measures

algorithm or counselor bumping. Because the Accuplacer algorithm did not work initially as Accuplacer assumed, BC had to enlist additional help from experts at Accuplacer and Ed Results. This resulted in having to apply many multiple measures by hand and loss of automatic accounting of multiple measures in Banner. However, multiple measures were applied to many people beyond the cohort. Additionally, BC reviews and accepts scores from EAP, AP and IB (international Baccalaureate). EAP resulted in automatic English 1A placement for 402 students. New measures allowed students to place into and register for Math classes in spring until the AP scores were provided. This new agreement facilitated many students to go directly into college-level math, essential to complete STEM transfer in less than 2 years.

BC has implemented multiple measures consistent with the ASCCC paper where the measures are applied and students are placed at one time. It is neither an appeal that must be made nor a communication stating that the student is qualified for a higher course than test results placement alone; multiple measures placement is applied synchronously with the test score report. This has been a significant factor reported by other pilot MM's colleges where students opted NOT to measure up, believing the test scores are more accurate, a fact NOT supported by success data. Nothing is a worse predictor of course success than using a test result alone. This year, BC is working with math and English departments to push for consideration of junior year high school grades (senior year grades allow for just a .005 increase in predictability) which will ease the rush to get data from the high schools in January and allow testing to begin in November 2015. This move, if accepted, will allow BC to deliver more timely and accurate core matriculation service support to students.

BC purchased PLATO, a testing practice software. This purchase allows high school and continuation schools to have practice tests.

2. a. How many students were provided assessment services in 2014-15?
- b. What percentage of the target population does this represent?

- 4,784 FTIC = 87% of First-time students (KCCD IR)
- DataMart reports for summer 14, fall 14, spring 15 - 10,310 contacts
These numbers are increasing every term and every year.
- Very few students are exempt from assessment; conservatively we can assume that at a maximum we are reaching 87% of our target population.

c. What steps are you taking to reduce any unmet need or to ensure student participation?

BC purchased a web-based test and trained proctors. Summer Bridge, extended orientation for first year students, introduces students to opportunities for retesting or practice rusty math skills. . BC hired employees to replace recently retired employees and to fill vacancies related to assessment. To ensure student participation, BC allows students to take the assessment test locally at their high school and trained proctors to oversee this work. The assessment is free to students. SSSP staff have visited high school counseling department meetings to ensure counselors are verifying core matriculation step completion when meeting with students and correctly implementing multiple measures for continuing or returning students. A robust Rural

Initiative program is in full swing with oversight by the Director of the Delano Campus and a Program Manager who oversees service delivery to rural Kern high schools. The rural initiatives work helps high schools to train staff and set up proctors in distant locations which will reduce unmet need by providing easily accessible testing to students in rural communities where transportation to assessment sites is more difficult for students.

3. Give a brief and specific overview of the assessment process. Include a description of the test preparation that is available.

- BC assessment staff conducts at least one group assessment at each high school. After this students are able to take the assessment test at the Bakersfield College main campus, at the Delano Center and at the high schools where proctors have been trained.
- Campus-based assessment is opened nearly every day of the year including summer and spring break.
- High school junior level GPA's and grades are uploaded to Accuplacer early fall.
- The Outreach and high school relations staff direct the core matriculation service of assessment/placement at the service-area high schools sites, with the goal of testing the majority of incoming students at the high school site in late fall and early spring in order to relieve pressures at the high schools where other testing (SAT, ACT, EAP, Smarter Balance) occurs in the later spring. All testing is proctored.
- Earlier testing at high schools allows better integration of placement test scores with high schools GPA multiple measures.
- Placement results are made available to counselors, MIH and outreach staff to provide guided registration events in April of the spring semester.
- Accommodations are available through the Disabled Students Programs and Services Department (DSPS) and paper testing is available for prison inmates who do not have internet access.

Test Preparation

- Students are informed in person, at orientation and on the web-site that placement test results will determine the classes they are eligible to enroll in and if they do not do their best on the test, they may get inaccurate test results based on their actual knowledge, placing them into coursework lower than the level needed. The placement test subjects include math, reading, ESL and writing.
- Student are provided the following "Tips for Success"
 - **Review the subjects you are testing.** Reviewing and studying will help improve your placement results, particularly if you have been out of school for a long time or you have not taken mathematics in over a year. See the website links below for review opportunities and free practice options.

- **Familiarize yourself with the type of test questions that are included on the tests.** Sample test questions are available on the links listed below. Knowing the format of the test questions can decrease your anxiety and help you concentrate during the test.
- **Get a good night's sleep, have a light meal or snack, and drink plenty of water before you arrive to the test session.** Being dehydrated, tired, and/or hungry could hurt your performance on the placement tests. Take the test at a time when you are usually most alert.
- **Work carefully.** The tests are computerized and adaptive, meaning that the test will change based on your performance. The more questions you answer correctly, the higher your placement will be. You will be unable to change your answers to questions once you have answered them.
- **Be sure to answer every item.** You are not penalized for guessing.
- **These tests are very important!** You need to plan to spend approximately 2 hours on the tests. **Do not rush the test because you have to go to work or catch a ride with a friend.**
- **If you are a multi-lingual speaker, the ESL (EMLS) version of the test is recommended for placement in English courses.**

The following study options and practice test links are made available at the Assessment Website:

It is highly recommended to prepare for the placement tests. It will be helpful for you to review some sample questions or to prepare using the College's Skills Lab supplemental instructional materials.

ACCUPLACER SAMPLE QUESTIONS: <https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-sample-questions-for-students.pdf>

ACCUPLACER FREE STUDY APP: <https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-study-app-flyer.pdf>

ACCUPLACER AND MYFOUNDATION LAB: <https://secure-media.collegeboard.org/digitalServices/pdf/accuplacer/accuplacer-myfoundationslab.pdf>

Math Study Resources:

Purple Math: <http://www.purplemath.com>

The World of Math Online: <http://math.com>

SOS Mathematics: <http://sosmath.com>

Calculus Tutorials: <http://calculus-help.com>

Interact Math <http://www.interactmath.com>

Khan Academy: www.khanacademy.org

Free Rice: <http://freerice.com>

ENGLISH & READING Study Resources

Study Guide Zone: www.studyguidezone.com/ACCUPLACER_reading.htm

Khan Academy: www.khanacademy.org

ReadingTheory: <http://www.readtheory.org/>

FreeRice: www.freerice.com

BC Plato Preparation

For students on a high school campus, they can choose to Self-Enroll. They can receive the information through an email.

Self-Enroll process:

Students will use this link to get to PLATO: ple.platoweb.com

At the bottom of the PLATO login screen, students will choose the link Need a PLATO Account for Self-Enroll? At this point, students will be prompted to use a class ID and password to access the course(s) they will enroll

Class ID: 4e29b705b3354029ac889076a34a58b7

Password: accuplacer

The Class Id and Password are specific to the course(s) that have been created for those students. Once they have accessed the course(s), they will be taken to a screen in which they fill in their names. Their PLATO name will then be generated using their names, and they will create their own password.

4. **a. Identify any assessment test(s) used for placement into English, mathematics, and ESL courses. Provide specific information about any second-party tests, including the versions and forms used.**

BC uses Accuplacer as the primary assessment for placement test. The math portion uses all three math tests; Arithmetic, Algebra and College Math. The English & ESL writing placement uses WritePlacer. Reading uses the Accuplacer English/Reading Comprehension multiple choice questions and ESL uses the ESL versions for reading, listening and comprehension.

b. When were tests approved by the CCCC and what type of approval was granted?

MIS Code	Test	Approval Type	Date Begin	Date Expire
1096	ACCUPLACER WritePlacer	Full approval	7/1/2014	7/1/2020
1053	ACCUPLACER READING COMPREHENSION	Probationary	3/1/2014	3/1/2016
1054	ACCUPLACER SENTENCE SKILLS	Probationary	3/1/2014	3/1/2016
1097	ACCUPLACER WritePlacer ESL	Full approval	7/1/2014	7/1/2020
1059	ACCUPLACER ESL Language Use Test	Probationary	3/1/2014	3/1/2016
1099	ACCUPLACER - ESL LISTENING TEST	Full approval	3/1/2015	3/1/2021
1058	ACCUPLACER - ESL READING SKILLS	Probationary	3/1/2014	3/1/2016
1057	ACCUPLACER - ESL SENTENCE MEANING	Probationary	3/1/2014	3/1/2016
1046	ACCUPLACER COLLEGE LEVEL MATH	Probationary	3/1/2014	3/1/2016
1055	ACCUPLACER ARITHMETIC	Probationary	3/1/2014	3/1/2016
1056	ACCUPLACER ELEMENTARY ALGEBRA	Probationary	3/1/2014	3/1/2016

EAP NOTE: Effective January 1, 2009, a new Education Code provision went into effect that authorizes California community colleges to use student EAP test results for placement.⁴ In addition, BC still accepts test scores from previous Compass testing before it was replaced by ACCUPLACER.

c. When were disproportionate impact and consequential validity studies last completed?

The last consequential validity and disproportionate impact study was done in FALL 2012 on the COMPASS test used at that time. Based on the results from available data and using the recommended methodology, BC *reasonably* concluded that the course placement tests for the four subject areas was adequate for the purpose of placing students. Disproportionate Impact studies revealed that according the analysis, there was little disproportionate impact with the exception of White students in ENSL, where only 77.8% of which felt they were correctly placed, but this represented only 7 of 9 students. Native American enrollment was very low and White enrollment and progress in ENSL was not adequately supported due to small numbers and has been monitored through local classroom interventions (e.g. reassessment and movement up to higher level courses in the first week of classes).

The change to ACCUPLACER and the use of our sister college cut scores, which we have always used and were validated by our discipline faculty, allowed implementation of the web-based testing as we await the CAI. BC is a pilot college for CAI and will conduct consequential validity and disproportionate impact studies after the test has been in place for 2 years, if CAI is not ready to use.

BC planned to complete a disproportionate impact and consequential validity study in fall 2014; however, our new testing software, Accuplacer, must be in place for two years before we can conduct the study. BC intends to do this in fall 2017, if we have not initiated the Common Assessment.

5. a. What multiple measures are used?

BC uses multiple measures for placement with high school GPA, AP/EAP/IB scores, as well as senior year math and English course grades.

⁴ Section 99301 states, “ (a) Notwithstanding subdivision (a) of Section 78213, the individual results of the California Standards Test (CST) and the augmented CST, as referenced in Section 60641, in addition to any other purposes may be used by community college districts to provide Diagnostic advice placement of, to, or for the prospective community college students participating in the EAP. (b) (1) As authorized pursuant to subparagraph (B) of paragraph (3) of subdivision (a) of Section 60641, the individual results of the CST and the augmented CST, as referenced in Section 60641, shall be provided to the office of the Chancellor of the California Community Colleges.” In a manner similar to CSU, CCC's can accept EAP test results for students demonstrating proficiency on this test in English and/or math as a waiver to the college's assessment process and to place them into college-level courses.

Multiple Measures Rubric	Criteria	MM to:
English		
Current registration/situation		
Enrolled in/completed AP English Language/Literature	With a minimum score of 3	English level 06, clear for ENGL 2,3, Phil
AP English course w/o AP test or IB English	2.6 GPA + 4 yrs English	ENGL B1a + Read Level 06
EAP "College Ready"	NO PLACEMENT TEST	ENGL B1a + Read Level 06
EAP "Conditional"	ERWC, Honors, AP, or IB Sr. yr. w/C or better	ENGL B1a + Read Level 06
4yrs HS English	2.6 cum GPA and 4th year English "C" or better	Bump 1 level
4 yrs HS English	4th year English "C" or better + A-G classes	Bump 1 level
Freshman composition ready at UC/CSU		ENGL B1a
Where possible, compress and accelerate strong students e.g. B53 or LRNC courses		
Reading		
Current registration/situation		
EAP "College Ready"		Reading Level 06
Placed into ENGL B1a		Reading Level 06
ENGL Lit/Lang AP Test	Min score of 3	Reading Level 06
Where possible, accelerate with ACDV B61		
Math		
Current registration/situation		
Test Score	Overall GPA 3.0 or above, 4 years math with 4th yr math grade "B" or above (progressive math no repeated classes of lower levels)	Bump 1 level
AP stats/calculus Sr. yr. HS	Min score of 3 on test (must complete form to allow registration prior to test results)	Move to Level 04 (stats), 06 Calc II, depending on major
AP math course Sr. yr HS, w/"B" grade*	Did not take AP exam	Move one level
Acceleration encouraged with borderline placements and/or strong HS GPA		Reformatted-Student Success 8.26.15 KK

ESL multiple measures include placement into English 1A for an EAP of College-ready. Currently ESL re-assess students in courses the first week of class with course level content and freely moves students up to higher levels based on performance. ESL will continue with current practices with slight changes to background questions to help guide students to the appropriate test (e.g. English versus ESL).

BC intends to implement, beginning spring 2016, the CAI proposed multiple measures that uses junior year course grades to determine English placement. Writeplacer will continue to be administered but students will be placed at the highest possible level based on either high school grades or test results.

At this time, the math department is still considering whether to change to junior year high school grades. They intend to use senior math class grade and have not determined whether to have a different placement rule for statistics as suggested by the CAI multiple measures workgroup. Math has created an agreement to register students in transfer level math courses prior to receiving AP scores in order to allow progression in STEM which typically has prerequisites for required courses of college level math.

Reading is going to continue using multiple measures as in the table above but will use junior level GPA to allow placement into English 1A which then results in a transfer level reading placement.

b. How they are integrated into the assessment system (as part of an algorithm included in the test scoring process, applied by counselors, etc.)?

BC's multiple measures are a part of an algorithm built into Accuplacer such that the score plus the GPA and course grade result in a placement. Additionally, counselors and educational advisors have been trained to manually apply multiple measures. Currently the algorithm is conjunctive, meaning students must achieve a combination of the measures. In this upcoming round of assessments it will be a flow chart of disjunctive measures in English and Reading where each placement will be considered separately and the highest placement used.

c. Do these measures meet the multiple measures requirement per title 5, sections 55502 and 55522?

Yes, and the multiple measures are consistent with the statewide common assessment initiative data.⁵ Course placement is based on multiple measures of GPA, course grades and other tests at the time of placement. BC will be pilot testing CAI Non-cognitive measures with the assessment test next year, but the results will not be incorporated into the placement.

6. Describe the policy on the acceptance of student assessment scores and placement results from colleges within a multi-college district, from colleges outside of the district, or from adult education programs.

Bakersfield College accepts all college placement scores within the Kern Community College District. Taft College is geographically our nearest college but is outside of our district; BC is working to develop a plan to accept test scores from Taft in the coming year. BC and California State University Bakersfield (which accepts the largest volume of transfer students from BC) have a mutual acceptance agreement. We use our own test (Accuplacer) at Kern High School District schools, as well as the Bakersfield Adult School. Students are exempted from the placement test if they've completed a college degree.

7. How are the policies and practices on re-takes and recency made available to students?

Three options exist for retesting: 1) after one week for extenuating circumstances (e.g. medical or other documented reasons); 2) retesting after 2 weeks with increased proficiency documented after practice in the student success lab; 3) retesting once after 2 months from the original test date; 4) Students with special circumstances may submit a written request to the Dean of Student Success to retest earlier than guidelines suggest. The Dean may waive or modify these guidelines in special circumstances.

⁵ Course placement recommendations must be based on multiple measures (sections 55502(i) and 55522(a)). Additional indicators of student readiness for math, English, and ESL course content must be used together with placement test results.

Form found at

https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Assessment_Retesting.pdf

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

- 8. Complete the chart below outlining the staff associated with assessment for placement and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.**

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	Director Admissions and Records (A&R)		
	Asst Director A&R		
	Director Assessment		
	Assessment Technicians		
	Counselors		
	Dean Student Success		
	Director Outreach and School Relations		
	Educational Advisors		
	Assessment Staff		
	Assessment Coordinator		
	High School Proctors		
	IT Technician		
	Dean of Student Success		
	Clerical Staff		
	Program Manager (SSSP- Lesley)		
	Ed Advisor (SSSP – Keri)		
	Research (district)		
	Director of Student Success Lab (retesting, Kim Nickell)		
	Web content editor (assessment website)		
	IT person for MIS coding		

- 9. Complete the chart below outlining all other assessment for placement related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for assessment for placement services. These expenditures should correspond to those in your budget plan. Additional lines may be added.**

- Computers (#?)
- PLATO software (\$113,000)

- Accuplacer (\$200K+)
- Publications
- Printer for assessment?
- Professional development (multiple measures)
- Travel (Irvine Valley College, Long Beach City College)
- Food?
- Consultant research cost
- IT person for MIS coding

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4313	Non-instructional supplies – test vouchers	SSSP	\$45,000
5650	Software licensing – Practice test	50% SSSP/ 50%GUI	\$35,000

D. Counseling, Advising, and Other Education Planning Services

1. Were adjustments made to your counseling services process and/or procedures based on outcomes from your 2014-15 plan?

Bakersfield College made several adjustments to counseling services based on 2014-15 plan outcomes. Most prominently, BC recognized a need for additional staff to maintain the scale-up of core service delivery. Using SSSP funds, the Counseling Department hired additional 6 counselors, 4 educational advisors, and 2 new support staff members. BC went from offering on-site abbreviated education plan development and counseling workshops at 17 high schools in 2013-14 to 42 high schools in 2014-15. The additional staff and up-front service delivery alleviated student drop-in counseling wait time in the counseling department by 14 minutes to bring the overall wait time to 38 minutes.

BC updated the Abbreviated Student Education plan form and revamped their workshop to include a focus on terminology related to transition from high school to college for all on-site visits.

Bakersfield College intends to scale-up online counseling and will hire an online counselor in 2015-16. This online counselor is among a list of 9 new counseling staff, which include: 4 generalist counselors, 1 counselor to support the Bachelor of Science in Industrial Automation program, 1 Making it Happen Program counselor, 2 replacement counselors for anticipated retirees, as well as 5 educational advisors and 1 part-time support staff member.

One-day, full matriculation workshops “Its Possible” were also used to deliver “just in time” counseling. Career and majors workshops provided specific direction based upon particular program needs.

High School Counselor Student Success Liaison Program

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

This summer, faculty and staff in Bakersfield College’s Student Affairs departments created curriculum and training handbooks to train a high school counselor at each school site to act as the student success liaison with the College to facilitate students’ matriculation steps leading to registration. In particular this will enable the liaisons to act as:

- **Certified Test Proctors** who are trained and authorized to proctor placement testing at the High School sites, on behalf of Bakersfield College, and
- **Certified ASEP Advisors** who are trained and authorized to provide assistance with Abbreviated Student Education Plans and other matriculation advice at the High School sites on behalf of Bakersfield College

Each high school liaison counselor will be trained on BC’s matriculation processes leading to registration, and will be provided with a monetary stipend for their work (see Budget spreadsheet). High school counselors and student success liaisons encourage high school seniors to choose a major and career pathway based upon this information. BC counselors also share the effective career materials from the State Chancellor’s office, Career Café website.

Most high schools in the Kern High School District and in the outlying areas of Delano, Wasco, McFarland and Shafter have adopted the Career Choices curriculum for all their incoming 9th grade students. BC has a 3 unit college-level course to match this curriculum. Students in the course research career options, financial budgeting and set early career and educational goals in their 10-year Plan. The high school counselor Student Success Liaisons also contribute to high school seniors completing all steps of matriculation as mentioned earlier in this report.

BC/CSUB Collaboration: Satellite Center at BC

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

2. a. How many students were provided counseling, advising and education planning services in 2014-15?
- BC data from KCCD IR indicates that 4,500 FTIC students received counseling (this is an increase of 419 students over last year)
 - DataMart indicates that 29,065 counseling and advisement contacts were made in 2014-15
- b. What percentage of the target population does this represent?
- These data represent 82% of our target FTIC students (this is up from 72% last year)
 - It is not possible to determine the percent of students that needed but did not receive counseling from our general population.
- c. What steps are you taking to reduce any unmet need or to ensure student participation?
- In order to meet unmet need, several group workshops were developed
 - Renegade 101 class was developed to meet some needs typically met in counseling
 - MIH advisors were assigned mentees to provide help when needed and direction to counselors
 - High school counselors are trained annually through several events to help provide some necessary counseling elements in a more timely fashion
 - BC is exploring *Get Focused Stay Focused* dual enrollment courses with the high schools, but there are institutional barriers (regulations) which must be overcome or worked out
3. **a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).**

BC offers counseling in a number of ways. Students may meet with a counselor individually through a scheduled appointment or with an educational advisor on a drop-in basis. In 2014-15, BC offered 97 Face-to-face and 5 Online (total 102) FTES generating counseling courses in which students develop a comprehensive educational plan in counseling and approximately 16 discipline specific program courses (e.g. INDT B10 Occupational Readiness). Additionally, the counseling department offers a robust series of workshops each month designed to offer group counseling support.

Most notably, SSSP has allowed the counseling department to significantly increase on-site service delivery to high schools, through local community organizations, as well as provide targeted service delivery to specific populations like veterans and foster youth.

b. Is drop-in counseling available or are appointments required?

Yes, drop-in counseling is available, though appointments are preferred.

c. What is the average wait time for an appointment and drop-in counseling?

The average wait time for a drop-in counseling appointment is 38 minutes, reduced significantly by 14 minutes from the previous year. BC attributes this change to the new, intrusive counseling model we are implementing by providing on-site counseling services to students in the high schools and dispersing counseling support in discipline-specific departments. While the central counseling center sees many students, discipline-specific counselors are available to meet with students in the following areas: Career-Technical Education, STEM advisors, Equity & Inclusion, Veteran's Center, Foster Youth, Probation/Dismissal, Transfer, Outreach and Making it Happen.

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

Students may develop an abbreviated student education plan (ASEP) with any educational advisor or counseling staff member one-on-one or in a group setting. Students complete an ASEP during an on-site counseling workshop, at one-day matriculation events and at the high school outreach/core service events. Every incoming freshman at the high schools completed an abbreviated education plan before registering. This emphasis has allowed us to raise our overall completion rate to 82% for all FTIC, an increase of 10% in one year. The content on the current ASEP (Attachment D) includes the following:

- Major
- Counselor/Advisor signature
- Math, Reading, English/English for Multilingual Students (EMLS) placement progression chart with aligned courses
- There is potential for three terms for course mapping: summer, fall, and spring in order to address completion of basic skills pathways. Emphasis is on the first semester.

MIH Students are provided a jump drive to maintain their educational plan and other key pathway information. Upon request from students through focus group responses, students were provided a catalog and calendar to track their educational pathway and as documentation of their catalog rights.

b. Describe the type of assistance provided to students to develop a comprehensive education plan and the scope and content of the plan.

Students may develop a comprehensive student education plan (CSEP) with any educational advisor or counseling staff member one-on-one or during a Student Development course (FTES generating course). The content on the current CSEP (found in Attachment D) includes the following:

- Career Goal
- Hours worked/week
- Catalog Year
- Referrals
- Educational goals

- Information given
- Math, Reading, English, AP/IB Placement
- 8 terms for course mapping
- Comments
- Counselor/Advisor signature
- Student signature

Students are provided a jump drive to maintain their educational plan and other key pathway information. Upon request from students through focus group responses, students were provided a catalog and calendar to track their educational pathway and as documentation of their catalog rights.

Overall the number of students with Student Education Plans for FTIC increased from 40% to 56% from 2013-14 to 2014-15. That is an increase of 992 students over last year. The data mart indicates that 17,077 education planning services were delivered.

5. Identify any technology tools used for, or in support of, counseling, advising and other education planning services, such as an education planning tool or degree audit system.

Bakersfield College uses DegreeWorks for education planning and tracking, counseling and advising services. BC uses SARS Alert for students needing services as indicated by classroom interventionists, MIH advisor/mentors, counseling and other engaged faculty and staff. Student progress on academic probation or dismissal is tracked in SARS.

The RemindMeAPP is used to text students about specific alerts or remind them about appointments, meetings or assignments.

A degree audit is done by DegreeWorks.

The district purchased College Source for degree auditing and articulation.

6. Complete the chart below outlining the staff associated with counseling, advising and education planning services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

- IT – Justin Kelly
- IR - District
- Web Content Editor
- Outreach Director delivering core services
- Ed Advisors
- Counselors
- Program Managers
- Clerical Support
- Dean of Student Development (Paul?)
- Faculty teaching discipline-specific courses with SEPs in them (GF supported)
- Student Employees
- Counseling Office Manager/other clerical support

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
	Counselors		
	Educational Advisors		
	Dean of Student Success		
	Dean of Counseling		
	Director of Outreach and High school Relations		
	MIH Classroom interventionists & advisors		
	Admissions and Records Staff		
	SSSP Managers		
	Clerical Staff		
	IT specialist and Web content		
	Job Developer		
	Instructors	Program specific courses that include SEPs	GF
	Student Employees		Equity/GF

7. Complete the chart below outlining all other counseling, advising and education planning related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those in your budget plan. Additional lines may be added.

- License for degree works
- SARS
- Professional Development
- ITS POSSIBLE
- Travel
- Food
- Research
- Printing
- Catalogs
- Bridge – special pay for Sarah
- Wrist band jump drives
- Overtime for high school visits
- Summer counselors (overtime)
- Replaced counseling computers

- Purchased internet access for off-campus counseling/registration clearing/ed planning hold lifts etc for high school visits
- AcuuSQL - BSI

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4313	Non-instructional supplies	SSSP/GF	\$30,000
5220	Employee Travel	SSSP	??
5820	Overnight Postage	SSSP	\$1,000
5861	Printing/Duplicating Services	SSSP	\$1,500
6412	Computer/Technology Equipment	SSSP	\$10,000
6412FA	Computer/Technology Equipment	SSSP	\$6,000

E. Follow-Up for At-Risk Students

1. Were adjustments made to your follow-up services and/or procedures based on outcomes from your 2014-15 plan?

BC originally understood SSSP regulations to cover the cost of follow-up services, including specialized academic interventions. Upon learning that our funding could only be used in the referral, staff creatively shifted the costs of student support services to fall under the Basic Skills Initiative and Equity funds to ensure scale and delivery of these important services were not interrupted.

Development Summer Institute, FLEX workshops, and adjunct training:

- Habits of Mind
- SARS Alert
- Early Alert Training

Instead, BC scaled up its referral services significantly. In 2014, BC offered just 4 Summer Bridges and scaled up to 20 sections to reach over 400 students in summer 2015. Each of these 400 students met a BC faculty or staff mentor during the Summer Bridge to increase interaction. BC scaled up the number of faculty/staff mentors from 36 to 55 in 2015.

Moreover, student employment has become a central component of BC’s follow-up plan. We hired a staff of 7 student employees to support all Summer Bridge activities and have worked closely with the Office of Equity & Inclusion to scale up this program to over 30 students for fall 2015 who act as Peer Mentors and Student Ambassadors. These students staff our welcome center to support students as they apply to the college, complete orientation/advising, register for courses, and seek our follow-up services. Additionally, these students are responsible for disseminating information about follow-up services and direct students to the resources available to them, like Supplemental Instruction, tutoring, the Writing Center, and the Math Lab.

2. a. How many students were provided follow-up services in 2014-15?

b. What percentage of the target population does this represent?

c. What steps are you taking to reduce any unmet need or to ensure student participation?

To reduce unmet need, BC is focused on collaboration with key partners to creatively utilize resources and leverage our varied funds.

To ensure student participation, BC has creatively reallocated space to create a centralized location for nearly all academic support services. This year, SSSP staff reworked BSI and Equity funds to create a center for Supplemental Instruction (SI) and Critical Academic Skills (CAS) workshops in our student services building. Also within this area, SSSP purchased 40 laptops available for checkout.

Need information from tutoring, SI, Student Success Lab, math lab and writing center

3. a. What types of follow-up services are available to at-risk students?

b. How and when are students notified of these services?

BC has an expansive referral network for students in need of follow-up services. Follow-up services are included in the orientation program and reinforced through our extended Summer Bridge program. During Professional Development flex weeks and individual trainings, SSSP staff work with the counseling department to train faculty and staff to use our referral software, SARS Alert. Making it Happen (MIH) Mentors and Classroom Interventionists participate in ongoing training and receive regular updates about support services. Mentors and Interventionists commit to maintaining communication with their mentees to refer them to support services as necessary.

As Supplemental Instruction (SI), the Tutoring Program, the Writing Center, and the Math Lab have grown, student employees have become vital in notifying students of the support services available to them.

c. Describe the service delivery method (in groups, workshops, etc.) and any technology tools used.

d. Are instructional faculty involved in monitoring student progress? Do they participate in early alert systems?

•

4. Complete the chart below outlining the staff providing follow-up services and the source used to fund the position. These staff listed below should match those in your budget plan. Additional lines may be added.

- Dean of Student Success (Janet)
- Program Manager (Lesley)
- Director of Equity & Inclusion (Odella)
- Program Manager (Henry)
- MIH Mentors (#)
- Classroom Interventionists (#)
- Department Chair of ACDV (Kimberly)
- Program Manager (Gustavo)

# of FTE	Title	Role	Funding Source (SSSP/Match/GF)

5. Complete the chart below outlining all other follow-up services related expenditures, including the direct cost to purchase, develop or maintain technology tools specifically for these services. These expenditures should correspond to those included in your budget plan. Additional lines may be added.

- Computers for checkout (#)
- White boards
- Partitions
- MIH faculty stipends
- Classroom Interventionist stipends
- Student employee wages
- Professional Development
- Food
- Travel

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

F. Other SSSP/Match Expenditures

1. Describe any institutional research directly related to the provision and/or evaluation of SSSP services. List any related expenditures in the table below. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount

	ODS to Cognos?		

- List any match expenditures not previously accounted for in the plan. These expenditures may include Admissions and Records, Transfer and Articulation Services, Career Services, Institutional Research (unrelated to SSSP), instructionally funded tutoring and supplemental instruction costs for at-risk students. These expenditures should correspond to those in your budget plan.

Budget Code	Expenditure Title/Description	Funding Source	Amount
	Writing Center, Math Lab, Tutoring, etc. stats IR IT		
	DegreeWorks		
	Consultant to fix degree works		

SECTION III. POLICIES

A. Exemption Policy

- Provide a description of the college or district’s adopted criteria and process for exempting students from SSSP-required services in accordance with title 5 section 55532.

BC Catalog Page 21 Exemptions: Only students who have completed an associate degree or higher may be exempt from orientation, assessment, and counseling; however, if a student wishes to enroll in a course that has a prerequisite, he/she must show proof of meeting the prerequisite or take the English, reading, or math assessment. A student may also decline to participate in the matriculation process, but in so doing relinquishes the right to participate in early registration and may not be able to enroll in courses that have prerequisite requirements. Information is available in the Office of Admissions and Records in the Administration building, room 7 and the Counseling Center in the Student Services building. Students have the right to challenge or appeal any allegation of violation of enrollment regulations. Challenges or appeals should be submitted to the Vice President of Student Affairs.

- What percentage of your student population is exempt (list by category)?
-

B. Appeal Policies

Describe the college’s student appeal policies and procedures. If these policies are posted on the college’s website, also provide the link below.

C. Prerequisite and Corequisites Procedures

Provide a description of the college’s procedures for establishing and reviewing prerequisites and corequisites in accordance with title 5 section 55003 and procedures for considering student challenges. If these policies are posted on the college’s website, also provide the link below.

SECTION IV. PROFESSIONAL DEVELOPMENT

Describe plans for faculty and staff professional development related to implementation of SSSP.

SECTION V. ATTACHMENTS

The following attachments are required:

Attachment A, *Student Success and Support Program Plan Participants*. Please complete the form below of all individuals with their job title, who were involved with creating the SSSP Plan.

Attachment B, *Organizational Chart*. Please attach a copy of your colleges’ organization chart and highlight the Student Success and Support Program Coordinator’s position. Please include all positions that work directly in the program providing SSSP services, including those listed in the narrative above. If your district has a district SSSP Coordinator in addition to the college SSSP Coordinator, or other district staff included in your plan, please attach a copy of the district organization chart and highlight the district SSSP Coordinator's position (if it is not identified as such on the chart).

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

ADDITIONAL INFORMATION

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

Mia Keeley
California Community College Chancellor's Office
mkeeley@cccco.edu

(916) 323-5953

Attachment A

Student Success and Support Program Plan Participants

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

Name: Janet Fulks Title: Dean of Student Success and Precollegiate Studies

Stakeholder Group: SSSP and MIH Program, Title 5, College Futures

Name: Lesley Bonds Title: SSSP Program Manager

Stakeholder Group: SSSP, MIH, Equity, College Futures, Summer Bridge

Name: Keri Kennedy Title: Educational Advisor

Stakeholder Group: Counseling and Advising, MIH, Probation, Multiple Measures

Name: Sue Vaughn Title: Director of A&R and Assessment

Stakeholder Group: Admissions, Records, Assessment & Multiple Measures

Name: Karla Young Title: Program Manager

Stakeholder Group: Orientation and Outreach

Name: Steve Watkin Title: Director of Outreach (4 Core Services)

Stakeholder Group: Outreach (4 Core Services delivery to high schools)

Name: Chris Glaser Title: Department Assistant

Stakeholder Group: Outreach, Orientation

Name: Kathy Rosellini Title: Chair of Counseling

Stakeholder Group: Counseling and Student Development

Name: Paul Beckworth Title: Dean of Counseling

Stakeholder Group: Counseling and Student Services

Name: Grace Comisso Title: Counselor (Early Alert)

Stakeholder Group: Counseling

Name: Fabiola Johnson Title: Counselor (probation)

Stakeholder Group: Counseling

Name: Odella Johnson Title: Director of Equity and Inclusion

Stakeholder Group: Equity

Name: Henry Covarubbius Title: Program Manager Equity

Stakeholder Group: Equity

Name: Abraham Castillo Title: Ed Advisors

Stakeholder Group: Hispanic Learning Community & CTE

Name: Edie Nelson Title: Admissions Tech II

Stakeholder Group: Admissions

Name: Kimberly Bligh Title: Chair of Academic Development

Stakeholder Group: Instruction, Student Support Services, Title 5

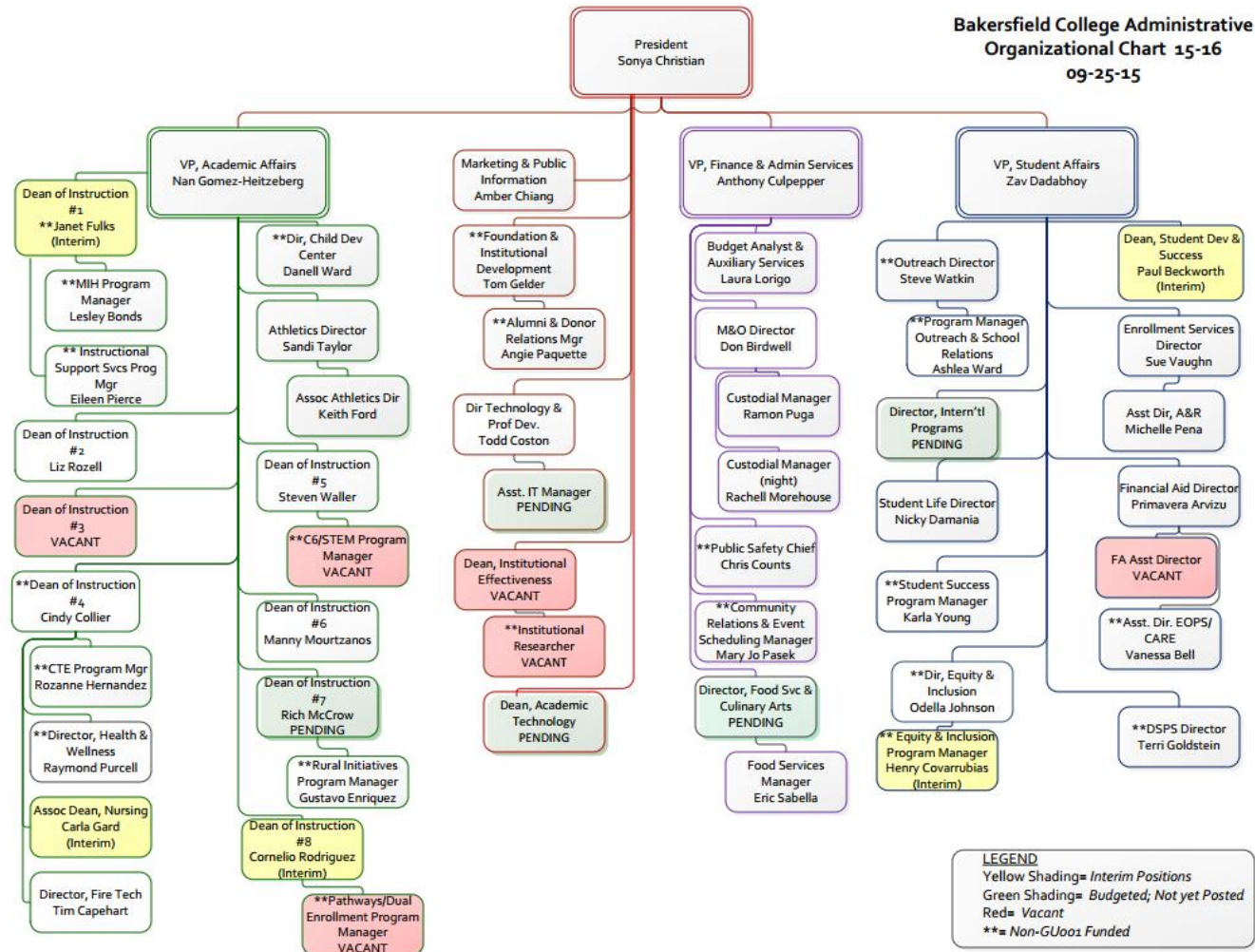
Name: Zav Dadabhoy Title: VP of Student Affairs

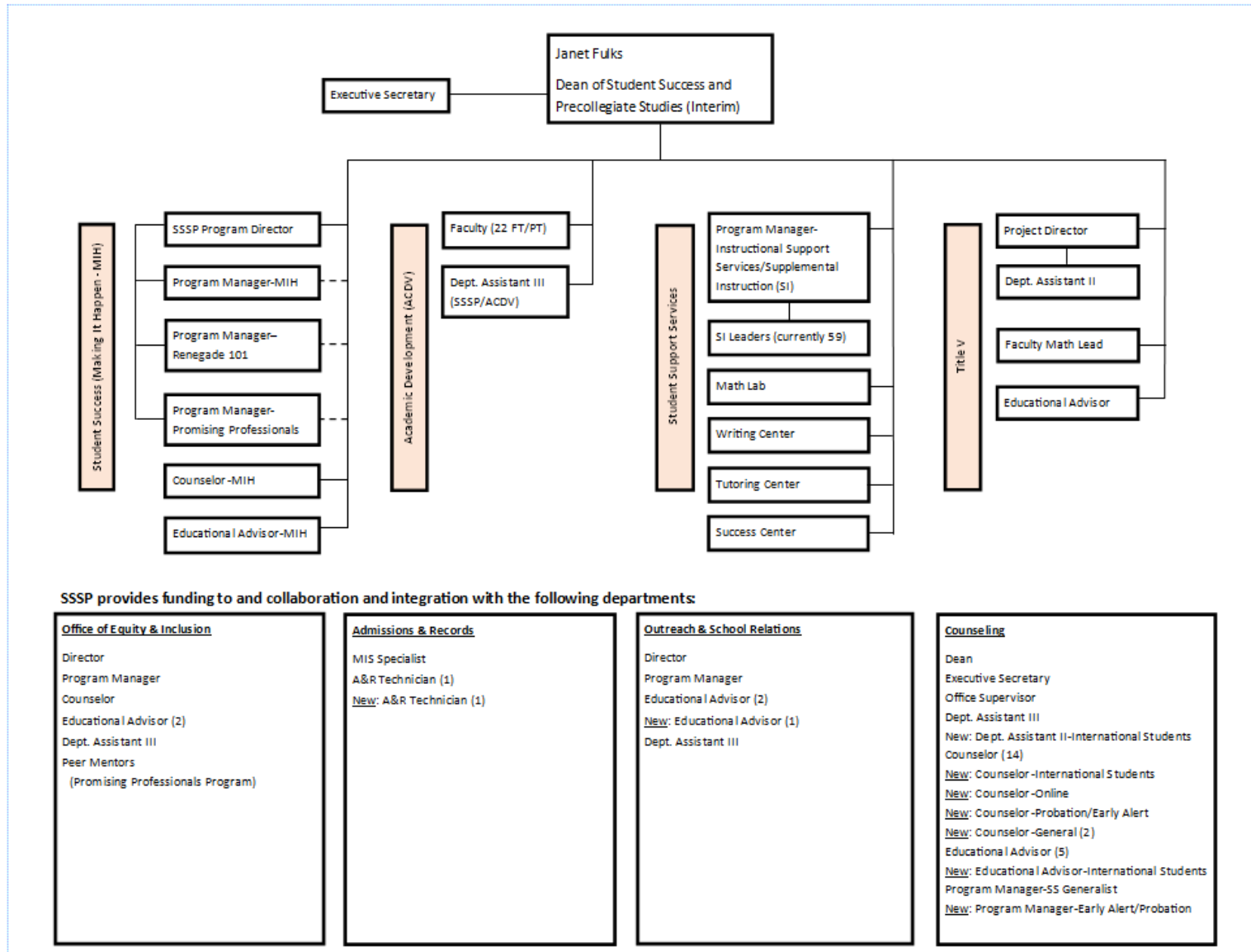
Stakeholder Group: Student Affairs

Name: Sonya Christian Title: College President

Stakeholder Group: Administration

Attachment B Institutional Structure Student Success and Support Program Plan Structure





Attachment C
Student Success and Support Program Advisory Committee

Attachment D
Student Success and Support Program Plan Participants
CSEP and ASEP Forms

Name: _____ Student ID: _____ Date: _____

Major: _____ Transfer Institution: _____

Counselor/Advisor Signature: _____

Math/Reading/English/EMLS Placement Progression Transfer Level / Degree Applicable

Placement Level	00	01	02	03	04	05	06
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MATH	ACDV B77 (2)	MATH B50 (4)	MATH B60 (5)	MATH B70 (5)	MATH B1A (4), B22 (4), B23 (3), B4A (4), PSYC B5 (5)	Math B1B (4), B2 (4)	MATH B6A (4)
	Accelerated Courses		LRNC B520** (9)				
	ACDV B72** (4)		LRNC B530** (10)				

READING		ACDV B201a (5-1)	Retest		ACDV B62 (3)	ACDV B50 (3)	LEVEL 6
	Accelerated Course	ACDV B61** (4)					

ENGLISH		ACDV B201b (5-1)	Retest	ACDV B65 (2)	ENGL B60 (4)	ENGL B50 (4)	ENGL B1A (3)
	Accelerated Courses	ENGL B53** (4)					
	LRNC B502** (6)			LRNC B510** (7)			

English for Multilingual Students (EMLS) - Recommendations (Former ENSL classes in parenthesis)

Placement Level	00	01	02	03	04	05	06
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EMLS Reading			EMLS B71 (4) (ENSL B61)	EMLS B61 (4) (ENSL B51)	EMLS B51 (3) (ENSL B52)	LEVEL 6 (ENSL B31)
	Accelerated Course	LRNC B508** (7)				

EMLS Writing			EMLS B70 (4) (ENSL B60)	EMLS B60 (4) (ENSL B60)	EMLS B50 (4) (ENSL B50)	ENGL B1A (3)
	Accelerated Courses	LRNC B505** (8)			LRNC B507** (8)	

EMLS Listening			EMLS 72 (4) (ENSL B71CD)	EMLS 62 (3) (ENSL B21)	EMLS 52 (3) (ENSL B22)	COMM B1 (3)
	Accelerated Course	LRNC B509** (4)				

****Accelerated, compressed, and/or stacked courses:** These are rigorous, fast-paced courses that require a greater time commitment and may not be appropriate for all students. If a student fails to pass an accelerated course, it is recommended that they repeat by completing the non-accelerated pathway. Due to the unit load, there may be financial aid implications if a student does not pass an accelerated section.

Classes	SUMMER	Units
1. Math		
2. Reading		
3. English		
4. Ed. Planning		
5. Study Skills: ACDV Series		
6. Gen. Ed./Major Courses		

Classes	FALL	Units
1. Math		
2. Reading		
3. English		
4. Ed. Planning		
5. Study Skills: ACDV Series		
6. Gen. Ed./Major Courses		

Classes	SPRING	Units
1. Math		
2. Reading		
3. English		
4. Ed. Planning		
5. Study Skills: ACDV Series		
6. Gen. Ed./Major Courses		

12 units = Full-time