



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

INSERT SCAN WITH SIGNATURES

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.

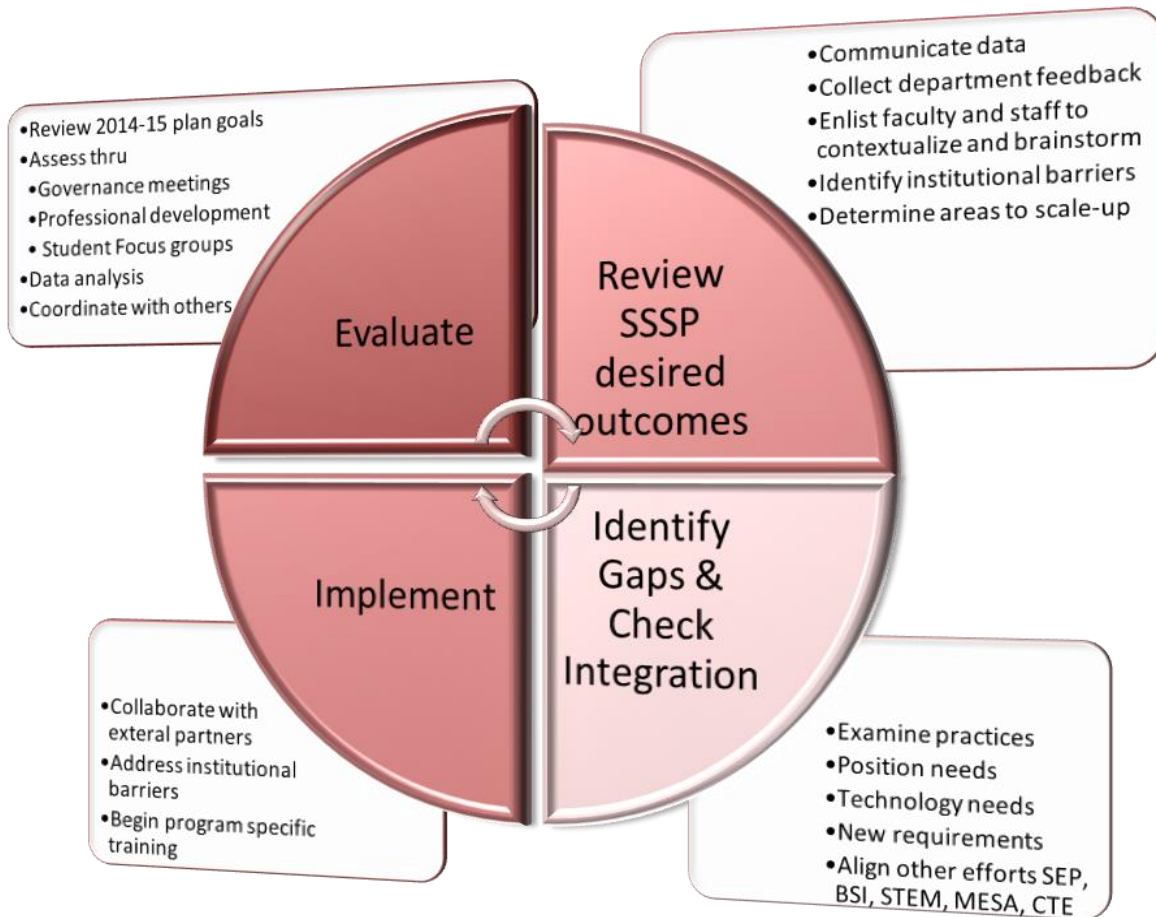


Figure 1Bakersfield College SSSP Planning Process

SSSP 2015-16 planning began as with an ongoing, real-time evaluation of 2014-15 activities. Throughout 2014-15, we engaged in data analysis, governance committee agendized

discussions, targeted professional development, MIH training, and feedback collection. In early spring 2015, staff led several student focus groups to evaluate services and held several data workshops to examine specific topics; included in our workshop lineup were Student Services (re)Defined with Dr. Darla Cooper, Multiple Measures Statewide Trends and Data with Dr. John Hetts, Data Coach Training 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.

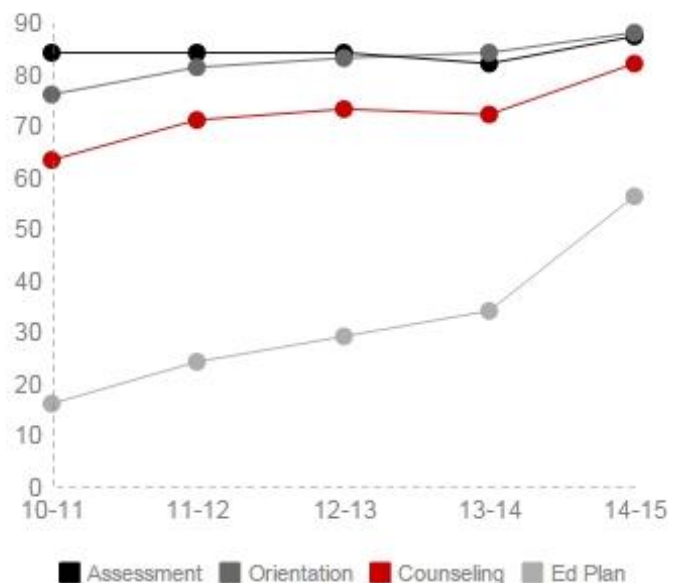
In the summer of 2015, BC collected individual feedback from each of the departments on campus responsible for core services, including: counseling, financial aid, outreach for core services, athletics, Academic Development, student support services, admissions and records, and assessment. The Summer 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, VP, Finance and Administrative Services
- Zav Dadabhoy, Vice President, Student Affairs
- Janet Fulks, Dean of Student Success & Precollegiate Studies
- Odella Johnson, Director of Equity & Inclusion
- Lesley Bonds, Student Success Program Manager

BC shared trend data showing increasing services to students, including increases in the percentage of SEPs by academic department.

BC held three final meetings to share planning concepts and gather feedback from community partners, including the Kern Community Foundation, high



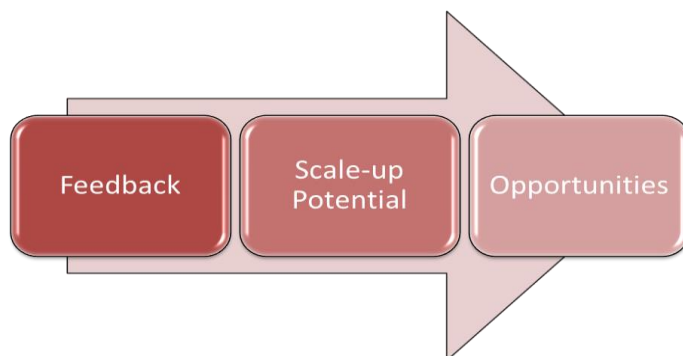
Source: ODS Reports (August 2015)

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. We then vetted the plan 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

With the goals of the Student Success & Support Program in mind (Attachment D), 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:

- Counselors (some replacement; some new)
- Educational Advisors (some replacement; some new)
- Program Director for SSSP
- Institutional Researcher
- Data Analyst
- MIS Analyst
- Budget Analyst
- Admissions and Records Technician
- Additional IT support staff
- Professional Development Program Manager
- Probation/Dismissal Program Manager
- Additional Clerical support

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, DegreeWorks
- 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.

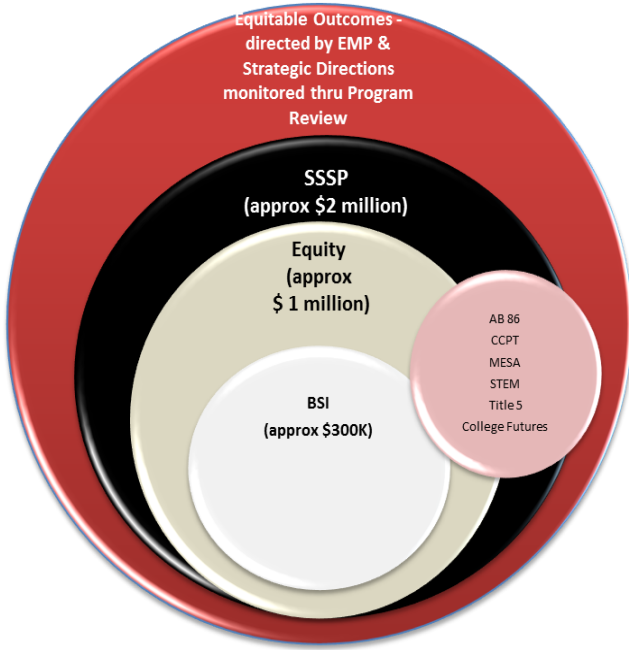


Figure 3 Coordination of Funding Streams and Planning

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.

Descriptions of BC’s foundational strategic documents are below:

Strategic Planning Activity	Description	Revision Timeline
Educational Master Plan	High Level; external and internal scanning and planning	3 years
Strategic Directions	Local implementation of the Educational Master Plan through directives; assessed every semester	3 years (assessed each semester)
Program Reviews	Distinct department and service level reports; data-driven with annual targets; drives integration of budgets, hiring, program, and curricular changes	1 year
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

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 also sits on the following committees to ensure 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.

CA 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, iPads, 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

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 Directions. BC uses the district research department and our contracted researchers to examine core service practices. Plans are to hire a Dean of Institutional Effectiveness, an Institutional Researcher and a data analyst to better evaluate core services.

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 23,288	Student Count 24,394	Student Count 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. BC will also be offering a Bachelor’s Degree in Industrial Automation. Both of these initiatives have changed our core service strategies directed at these populations (i.e. 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); KHSD is 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.

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. BC is moving forward to hire an Institutional Researcher to work locally on-site.

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. Last year, 88% of our first time students completed orientation. Approximately 33% of orientations occur face-to-face at the high schools, in workshops, in extended orientations or in “It’s POSSIBLE to Become a Renegade in a Day” events. 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 purchased portable internet connections (telephone services 5581) and computers to facilitate direct access to KCCD Banner MIS to clear students and upload data during orientations.

In the past year, BC began delivering online orientation and is currently experimenting with online delivery formats. The orientation is now accessible 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. Notably, the number of face-to-face orientations have increased due to our extensive on-site high school matriculation work, which has in turn decreased last year’s high online orientation completion of 67%.

Because student feedback indicated that the shelf life on the material covered in a single one hour orientation is short, Additionally, BC scaled up the extended orientation program, Summer Bridge, from 4 sections to over 20 (reaching 400+ students) in summer 2015; discipline faculty members collaborate with counselors to lead these sessions and all receive a stipend for this work. BC also hosted the first campus-wide extended parent orientation in August 2015. Over 800 students and parents attended that event.

MIH advisors and Classroom Interventionists worked with the summer extended orientation activities to facilitate orientation, and receive a stipend for their continued work throughout the academic year to advise and refer students to follow-up services as needed. In addition, student Peer Mentors provided content, opinion, and peer support in all sessions. This was very effective and we intend to scale-up further in summer 2016 with focus on a more established program called *Promising Professionals*. Funded through Equity, Promising Professionals are disproportionately impacted students trained in academic support services to aid in the referral to appropriate resources, engage their peers in student success initiatives, and serve as a focus group for feedback and change implementation.

Throughout the past several months, the Office of Outreach & School Relations worked to completely rewrite orientation content to align with student learning outcomes. BC is developing a new, online, gamified orientation and several BC staff and faculty are working with the Educational Portal Initiative to rewrite and pilot a new orientation using the statewide portal. Implementation of this component is unknown.

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

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

Note that 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.

- 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 intend to hire a second educational advisor in Equity & Inclusion to support targeted student matriculation service outreach. By enhancing the general counseling pool in the coming year, BC will have greater capacity to provide off-site orientations in the high schools.

In the past year, BC has collaborated extensively 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

Visits to the high schools appear to have increased the number of face-to face orientations. In addition, extended orientation through the summer bridge program, have increased the percentage of face-to face orientations to close to 50%. BC believes students are more engaged and subsequently more successful when they participate in the extended orientation and has scaled this up by engaging more faculty to lead these sessions and compensating them for their work. BC is currently using WestEd to examine this data and to make further plans. BC uses the district research department and our contracted researchers to examine orientation practices and plans to hire a Dean of Institutional Effectiveness, an Institutional Researcher, and a data analyst to evaluate this work and others around core services.

3. **a. Are orientation services offered online?**

Yes, orientation services are offered online. (See above for additional detail)

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.](#)

Finally, BC intends to purchase the Guidebook app to host the course catalog, It’s POSSIBLE one-day matriculation event schedule, summer bridge extended orientation schedule, etc. to increase access for students who do not regularly have access to a computer.

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/involvement opportunities, events, activities; clubs, 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 funding source. The overall percent of their time for this core service is estimated in the chart.

ORIENTATION STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
0.05	Admissions and Records	Helps with on-campus orientation regarding registration and schedule information	SSSP/GF Match
0.41	Classified Support Staff	Register, coordinate, support, and attend orientations for clerical support	SSSP
1.38	Counselors	Delivery of face-to-face orientation; extended orientation/Bridge support	SSSP/GF Match
0.08	Dean of Student Success/ Institutional Effectiveness	Online development; high school orientation; EPI Orientation workgroup	SSSP
0.1	Director of SSSP	Collaborate with high school employees to deliver 4 core matriculation services onsite i.e. orientations	SSSP
0.41	Director of Outreach & High School Relations	Delivers four core services including high school orientations; directs online implementation	SSSP
1.6	Educational Advisors	Delivery of face to face Orientation; some ed advisors do program specific orientation for CTE (not included in budget; restricted funding)	SSSP/GF Match/Equity
0.1	IT Specialist & Web Content	Development of web interface, gamified content, orientation website upkeep	SSSP
0.41	Program Managers	Participate in on/off-site & BC orientations; create content; evaluate effectiveness	SSSP
0.1	Stipend MIH Advisors & Classroom Interventionists	Participate in extended bridge orientation; serve as year-long advisors, referring students to follow-up services and submitting early alerts	SSSP
.18	Stipend for Extended Orientation Bridge Leads	Develop and teach the extended orientation curriculum; collaborate with counselors	SSSP

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.

ORIENTATION EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4310	Instructional Supplies – materials for bridge and orientation	SSSP/GF/Equity	\$12000
4313	Non-instructional Supplies & Materials e.g. office supplies, flash	SSSP	\$9000

ORIENTATION EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	drives for information storage		
5119	Other instructional consulting: for professional development and data analysis; development of gamified orientation	SSSP/Equity/BSI/GF matching	\$25000
5151	Guest lectures/speakers for orientation/extended orientation	SSSP	\$1000
5220	Employee Travel: Accuplacer, multiple measures and professional development; transport to high schools	SSSP/BSI/Equity	\$5000
5230	Food Meetings: orientations, food & water for extended orientation when cafeteria is closed, one-day matriculation events	SSSP/Equity/Student Development	\$5000
5581	Telephone Services: monthly phone data/internet cost for internet/banner accessibility at high schools	SSSP/ GF	\$900
5602	Short-term rental: extended orientations, off-site orientations	SSSP/GF	\$1500
5603	Rental Facilities – for one-day, off-site and extended orientations	SSSP/Equity/Student Development	\$2500
5650	Software licensing - Comevo	SSSP	\$7320
5820	Postage – for invitations to one day on site orientations	SSSP/Equity	\$1400
5861	Printing – for bridge, convocation, orientation, catalog costs	SSSP/Equity	\$4000
6412FA	Computer/Tech equipment for orientation presentations at high schools	SSSP/BSI/Equity	\$7500
Total			\$82,120

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 EAP, EPT or ELM tests and/or have participated in UC placement tests. Overall, very few students are exempted each year, and the definition of exemption is complicating out implementation and use of multiple measures; BC intends to work to resolve that issue in the coming year. BC may be moving to accept high school GPA, EAP, and IB in place of the assessment test. We intend to address whether that will be considered a multiple measure or an exemption.

In collaboration with the Director of A&R, the Assessment Center, and the Assessment Coordinator, the Dean of Student Success and Precollegiate Studies has implemented a sea change in BC's assessment policies. The initial program addressed completion and success of MIH cohort students but is being scaled-up college-wide. Bakersfield College made many adjustments to the assessment for placement process after thorough review of the 2014-15 plan and outcomes. In 2014-15, BC used COMPASS for placement testing, but learned that COMPASS has a low predictive value, while predictability of success increases to 70-80% when including high school GPA as a placement variable. In addition, BC assessment data revealed

that testing students at the high schools produced better testing results (meaning students placed higher) than when students came to BC locations to test.

The change to test at high schools produced higher test results and placement at higher levels; for example, English placement increased by 3% in transfer level and math placement increased by 9% in transfer level. 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. Testing on-site required more assessment personnel. Finally, BC trained high school testing proctors to better facilitate flexible testing. In addition English and ESL placement moved to an essay format in WritePlacer for writing placement and ESL writing placement.

BC participated as an early pilot in implementing multiple measures placement. BC instituted and scaled up multiple measures that included consideration of high school GPA, highest English or math course, and grade in senior year combined with testing scores. BC applied these multiple measures to a cohort of 500 in spring 2014, scaled up to over 1,600 students in 2015 and will scale-up to all incoming high school students engaged through our outreach department in spring 2016. The results of multiple measures are time and money savings for the students, college, and community.

In 2015, 1,359 students were simultaneously bumped up through the Accuplacer multiple measures algorithm or manual bumping by counselors. Because the Accuplacer algorithm did not work initially as Accuplacer had advertised, BC had to enlist additional help from experts at Accuplacer and Ed Results. Unfortunately, this resulted in hand-application of many multiple measures and loss of automatic accounting of multiple measures in Banner; as a result, BC experienced some data loss. However, multiple measures were applied to many students beyond the cohort.

Additionally, BC reviews and accepts scores from EAP, AP and IB (International Baccalaureate) as multiple measures for placement. 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 in July. This new agreement facilitated students' ability to go directly into college-level math, which is essential if they intend to complete STEM transfer in 2 years.

This year, BC is worked with math and English departments to use junior year high school GPA (rather than senior year grades which allow for just a .005 increase in predictability). This will ease the rush to get senior year data from the high schools in January and allow testing to begin in November 2015. This move allows BC to deliver more timely and accurate core matriculation service support to students.

Finally, BC purchased PLATO, a testing practice software. This purchase allows high school and continuation schools to have practice tests at their own sites. It is also available in the student success lab at BC.

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

In 2014-15, BC assessed 4,784 first time in college students, which is approximately 87% of all first time students. DataMart reports for summer 2014, fall 2014, spring 2015 that BC made 10,310 contacts. These numbers are increasing every term and every year.

Because very few students are exempt from assessment, we can conservatively 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?**

To reduce unmet need and ensure student participation, BC purchased a web-based test and trained proctors in the high schools. 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. 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, including Program Managers, Educational Advisors, and Counselors, 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.

Finally, BC intends to hire an additional Assessment & Records Technician to ensure recording and maintenance of student assessment records are accurate.

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

The Outreach and High School Relations staff lead 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. Earlier testing at high schools allows better integration of placement test scores with high schools GPA multiple measures. All testing is proctored. A timeline is as follows:

In early fall, BC assessment staff conducts at least one group assessment at each local high school. After this, students are able to take the assessment test at the Bakersfield College main

campus, at the Delano Center, or on-site at the high schools with trained proctors. The Assessment Center at BC is open nearly every business day of the year, including summer and spring break. High school junior level GPAs and grades are uploaded to Accuplacer in early fall.

On an ongoing basis, placement results are made available to counselors, MIH, and outreach staff so they may prepare to provide guided counseling/abbreviated student education plan workshops, as well as support registration in the spring semester.

To ensure access, 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.

BC emphasizes test preparation extensively. 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. As such, students are provided the following “Tips for Success” at each orientation:

- *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.
- *Familiarize yourself with the type of test questions that are included on the tests.* 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, or hungry could hurt your performance. 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.
- *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.*

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

- [Accuplacer sample questions](#)
- [Accuplacer free study app](#)
- [Accuplacer and MyFoundation Lab](#)
- Math Study Resources: [Purple Math](#), [The World of Math Online](#), [SOS Mathematics](#), [Calculus Tutorials](#), [Interact Math](#), [Khan Academy](#), [Free Rice](#)

- English & Reading Study Resources: [Study Guide Zone](#), [Khan Academy](#), [ReadingTheory](#), [FreeRice](#)
- [BC Plato Preparation](#)

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. BC still accepts test scores from previous Compass testing before it was replaced by ACCUPLACER.

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

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.

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 to 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).

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. 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 has hired WestED to complete studies on the effectiveness of the current testing and to look for any disproportionate impact. However, early data would suggest that more students have been placed higher and have been as successful as those previous students and more successful than those students not bumped up. The cohort of students represents primarily students of color and cohort completion of gateway classes by Hispanic and African American students (in addition to improvements among the general population) has improved. The Hispanic achievement gap has been mitigated to a great extent and African American success has improved, but the achievement gap still exists, particularly in math.

5. a. What multiple measures are used?

In spring 2015, BC used multiple measures for placement with high school GPA, AP/EAP/IB scores, as well as senior year math and English course grades. ESL multiple measures include placement into English 1A for an EAP of College-ready. Currently ESL re-assesses 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).

Beginning in November 2015 for spring 2016, BC intends to implement the CAI proposed multiple measures that uses junior year GPA to determine math and English placement. The GPA will be used in addition to test scores for both math and English. BC will continue to administer WritePlacer but students will be placed at the highest possible level based on either high school grades or test results.

BC's math department is going to use junior year high school GPAs, but requested that we also include the senior math class grade to determine placement. The math department has not decided to use a different placement rule for statistics as suggested by the CAI multiple measures workgroup. Instead, the math department 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 has prerequisites for required courses of college level math.

The reading faculty have agreed 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.

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

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. The new multiple measures rules will be completed in November. The measures have been determined by the discipline faculty and shared with the high schools.

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. BC uses district research department and our contracted researchers to examine multiple measures and placement practices. BC intends to hire a Dean of Institutional Effectiveness, an Institutional Researcher, and a data analyst to evaluate this work and others around core services.

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?

The following 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. The form can be found [here](#).

Student placement scores are valid for five (5) years and their high school transcript grades are

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.

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.

ASSESSMENT STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.12	Admissions and Records Staff	Coordinate multiple measures reporting, quality control, transcript assessment and assessment exemptions.	SSSP/GF match
1.91	Assessment Staff	Provide direct support to students taking on-site assessment at BC. Train high school proctors and attend first high school sessions. Oversees assessment center at BC; sets policies; trains proctors	SSSP/GF Match/ Income Account
0.88	Counselors	Interpret assessment scores and apply multiple measures; advise students on appropriate course placement.	SSSP/GF Match
0.24	Dean of Student Success/ Institutional Effectiveness	Set counseling department policies/oversight of counseling assessment interpretation and multiple measure application process	SSSP
0.09	Director of Outreach & High School Relations	Delivers four core services including high school & one-day matriculation events in which students complete assessment, oversees high school proctor training	SSSP
0.1	Director of SSSP	Collaborates with high school employees to deliver 4 core matriculation services onsite i.e. assessment and multiple measures	SSSP
0.8	Educational Advisors	Interpret assessment scores and apply multiple measures; advise students on appropriate course placement.	SSSP/GF Match/Equity
0.15	IT Specialist & Web Content	Development of web interface and assessment practice, maintain assessment computers	SSSP/GF
0.4	Program Managers	Organize high school assessment visits; communicate cross-departmentally re: multiple measures.	SSSP

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.

ASSESSMENT EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4313	Non-instructional supplies: paper assessments for incarcerated students; Accuplacer assessment test units	SSSP	\$50000

ASSESSMENT EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
5119	Non-Instructional Consulting Services: Multiple measures validation consulting	SSSP	\$40475
5220	Employee travel: CAI, multiple measures meetings	SSSP	\$1000
5230	Food Meetings: one-day matriculation events in which students assess; professional development meetings	SSSP/Equity/Student Development	\$5000
5650	Software Licensing: Plato test prep software license	SSSP	\$40000
5820	Postage: invitations to one day on-site matriculation/assessment day	SSSP	\$500
6412	Computer/Tech equipment: assessment delivery at high schools; assessment center technology	SSSP	\$2000
Total			\$138,975

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. Drop-in counseling increased by 62% over last year. Despite the increase in services, 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 for drop-in appointments to 38 minutes.

BC updated the Abbreviated Student Education plan form and revamped the counseling workshop to include a focus on terminology related to transition from high school to college for all on-site visits. One-day, full matriculation workshops "It's Possible" were also used to deliver counseling. Counselors and educational advisors delivered career and majors workshops to provide specific direction based on 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 revealed 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.

In summer 2014-15, 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 has enabled the liaisons to act as:

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

2. **a. How many students were provided counseling, advising and education planning services in 2014-15?**

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

BC data from KCCD IR indicate that 4,500 FTIC students received counseling -- an increase of 419 students since last year. DataMart indicates that 29,065 counseling and advisement contacts were made in 2014-15

These data represent 82% of our target FTIC students -- 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, counseling developed and implemented several group workshops. BC also developed and is piloting a first year success course called Renegade 101 to meet some needs typically met in counseling or in Student Development counseling courses. Faculty and staff serve as advisors/mentors to incoming student mentees to provide referral to follow-up student services. The Counseling Department trains high school counselors annually through a number of events, including an annual on-site conference. Finally, BC is exploring *Get Focused Stay Focused* dual enrollment courses with the high schools, but there are institutional regulations at play. Thus, BC is exploring grant opportunities through organizations like College Futures to implement additional dual enrollment courses in the high schools.

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 several new counseling/advising staff BC will hire in 2015-16, which includes: 4 new counselors and one new educational advisor: 1 Probation/Early Alert Counselor, 1 General Counselor, 1 Making it Happen Program counselor, 1 Educational Advisor (Precollegiate Matriculation).

3. a. Describe the service delivery methods (in person, workshops, FTES generating course, etc.).

BC offers counseling in myriad 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 and approximately 16 discipline specific program courses (i.e. INDT B10 Occupational Readiness) in which they also develop a comprehensive educational plan. Additionally, the counseling department offers a robust series of workshops each month designed to offer group counseling support. Two new counselor hires will support workshop delivery in 2015-16.

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.

As mentioned, BC will begin offering online counseling in 2015-16 and will hire an online counselor to support this work.

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

Yes, drop-in counseling is available, though appointments are preferred. The drop-in advising sessions for fall 2014 totaled 1,928. In spring 2015, the total was 4,029.

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 and educational advisors 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.

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

BC provides students a jump drive to maintain their educational plan and other key pathway information. Upon request from students through focus group responses, BC also moved forward to provide students a hard copy course 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 – an increase of 992 students over last year. The data mart indicates that BC delivered 17,077 education planning services.

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. Many BC faculty and staff use the RemindApp to text students about specific alerts or remind them about appointments, meetings, or assignments. All degree auditing is done via DegreeWorks, and the KCCD 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.

COUNSELING, ADVISING, & OTHER ED PLANNING STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
0.13	Classified Support Staff	Register, triage, record student counseling utilization	SSSP/GF match
3.47	Counselors	Counsel students on academic and career pathways; complete comprehensive and abbreviated ed plans one-on-one and in workshops	SSSP/GF match
0.08	Dean of Student Success /Institutional Effectiveness	Oversee counseling department services, training on multiple measures and changes in SEP programs	SSSP
0.22	Director of Outreach & High School Relations	Delivers four core services including high school counseling workshops; one-day matriculation events	SSSP
0.1	Director of SSSP	Collaborates with high school employees to deliver 4 core matriculation services onsite i.e. advising	SSSP
4.8	Educational Advisors	Delivery of face-to-face Orientation; some educational advisors do program-specific orientation for CTE (not included in SSSP budget; restricted funding)	SSSP/GF Match/Equity
0.4	Instructional Costs (SEP Courses)	Discipline faculty teach career and comprehensive educational planning classes	ONLY Match and GF (no direct SSSP)
0.1	IT Specialist & Web Content	Oversee counseling website; provide IT support for DegreeWorks software.	SSSP
0.4	SSSP Program Managers	Organize high school counseling visits; communicate cross-departmentally re: advising/ed planning	SSSP
0.1	Stipends MIH Advisors and Classroom Interventionists	Refer students to counseling/advising services, interpret abbreviated educational plans to support registration	SSSP
0.18	Stipends for extended Orientation Bridge leads	Bridge leads teach the extended orientation teaching and work with students throughout the summer with course and program information	SSSP

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.

COUNSELING, ADVISING, & OTHER ED PLANNING EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4310	Instructional Supplies: materials for Summer Bridge, extended orientation	SSSP/GF/Equity	\$5000
4313	Non-instructional Supplies & Materials: office supplies, student flash drives for information storage	SSSP	\$10000
5119	Non-Instructional consulting: consulting for professional	SSSP	\$40000

COUNSELING, ADVISING, & OTHER ED PLANNING EXPENDITURES			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
	development on educational planning and pathways development		
5151	Guest Lecturer: counseling and educational planning professional development	SSSP/Equity/BSI/GF match	\$2500
5159	Instructional consulting: consulting for professional development on teaching first year experience and ed planning courses	SSSP	\$10000
5220	Employee Travel: Accuplacer, multiple measures and professional development; transport to high schools	SSSP/BSI/Equity	\$5000
5230	Food Meetings: one-day matriculation events, extended orientations where ed plans are completed; food for professional development meetings	SSSP/Equity/Student Development	\$5000
5650	Software licensing: Elumen counseling profile	SSSP	\$10000
5820	Postage: invitations to one-day on counseling/matriculation events	SSSP/Equity	\$1000
5861	Printing: summer bridge, extended orientation, catalog costs	SSSP	\$1000
6412	Computers/Technology: Scanner for ed plan record keeping	SSSP	\$1000
Total			\$90500

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?

In the past, BC has reached out to students on Probation/Dismissal via email through our Admissions and Records office. With the recent hiring of our At-Risk-Probation/Dismissal Counselor, students on Probation/Dismissal are contacted via SARS message. In spring 2015, the At-Risk Counselor contacted 2,692 students (approximately 15% of our student population) regarding the following: update regarding current academic standing, steps to follow to get back into good academic standing, and a list identifying services available. In 2015-16, BC will hire an additional counselor and a Program Manager to support this large, at-risk population. Furthermore, students are now instructed to follow up directly with the BC Counseling Department, not Admissions & Records.

Additionally, beginning summer 2015, face-to-face Probation/Dismissal workshops were reinstated as another available resource. In addition to being used for online orientation, Comevo is also being used for our Probation/Dismissal Online workshop. BC is currently working on building and implementing the workshop on a larger scale to incentive student attendance.

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. Follow-up for At-Risk students includes addressing the 80+% that qualify as basic skills students. To address this need, BC engaged faculty and staff in extensive professional

development about the student support services available to them. Through a 6 hour training during a campus-wide professional development institute, trainings during FLEX weeks, and several monthly meetings, we have reached hundreds of faculty and staff with information about these services. Additionally, we require that all MIH Mentors and Classroom Interventionists attend trainings on Habits of Mind, SARS Alert, and DegreeWorks.

As a result of increased knowledge and referral, 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 and to decrease the students' reticence to speak with faculty or go to referrals. 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 work in 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. In 2015-16, BC's Office of Equity & Inclusion will hire a Program Manager to oversee the student peer mentors/ambassadors and to ensure integration with academic support services.

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

At the end of spring 2015, 2,692 (15%) students received information regarding: academic standing, resources, and contact information to our BC Counseling Department. The numbers in the MIS Datamart do not appear to relate to the numbers we have at BC from our data warehouse. Datamart indicates only the following students received services, but we think this may be the number receiving counseling and may not include workshops and other services. This represents 15% of the student population.

	Summer 2014	Fall 2014	Spring 2015
Total BC students	20,895	22,496	45,306
Academic/Progress Probation Services	292	348	427

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

Due to the high number of probation/dismissal students no-showing to their appointments and/or workshops, we have been approved to hire 5 student workers and are planning to hire a part-time DA II to assist with student communication and scheduling (match funded). Currently for fall 2015, BC has identified 4,056 students on probation/dismissal (16% of student population) and have contacted them via SARS messages regarding their academic standing, resources, and

reminders to call and schedule an appointment. At week 8 of fall 2015, the counseling department contacted students again via SARS message to remind of the following: importance of following up with instructors, importance of finishing the semester with good academic standing, resources available, and contact information to our BC Counseling Department to schedule an appointment to further discuss current academic standing.

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.

BC will hire an additional Probation/Early Alert Counselor and a Program Manager to implement a comprehensive and intrusive case management approach to working with this at-risk student population.

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

Resources available to at-risk students on probation/dismissal include: face-to-face workshops, online workshops, and/or appointments with a BC Counselor. We are currently working on identifying a core group (students on Probation 2) to put on Early Alert to track.

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.

BC provides follow-up services one-on-one, in group workshops, and in critical academic skills workshops. There are numerous materials available through the student success lab to address discipline-specific issues. The Academic Development department offers a variety of scholastic development courses for students. Specialized tracking is done by MIH advisors and classroom

interventionists. In addition, Habits of Mind training for all employees create an environment of academic discipline, responsibility and possibility.

BC tracks student follow-up service utilization using ACCUSQL. BC has also institutionalized the use of Plato (student success lab) and *Turnitin.com*. The majority of SARS alerts from faculty had to do with plagiarism, thus the referral and use of *Turnitin* provided a valuable tool to help all students but particularly those with problems understanding the issues of plagiarism. It is now used as a training tool across all disciplines.

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

Students are initially notified of their academic standing via SARS Messages on the week of census day. Students are given information regarding their academic standing, consequences of not being in good academic standing, resources available, and contact information to BC counseling to schedule an appointment for a workshop or meeting with a counselor. SARS messages are used to send the information to the student but does not have the capability to track if and when the student has opened the message concerning his or her academic standing.

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.**

FOLLOW-UP STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
0.25	Classified Support Staff	Register, triage, and do paperwork for counseling clerical support; schedules probation workshops and services	SSSP/GF match
1.77	Counselors	Counsel students on academic probation/disqualification, conduct workshops, respond to alerts	SSSP/GF Match
0.08	Dean of Student Success/ Institutional Effectiveness	Oversees all academic support services available to at-risk students as referrals (i.e. SI, Tutoring, Math Lab, etc.)	SSSP
0.1	Director of SSSP	Collaborates with high school employees to deliver 4 core matriculation services onsite i.e. follow-up referrals	SSSP
0.8	Educational Advisors	Counsel students on academic probation/disqualification, conduct workshops, respond to alerts	SSSP/GF Match/Equity
0.0	IT Specialist & Web Content	Oversee support services website; provide IT support for SARS alert software.	SSSP
0.4	Program Managers	Train faculty on student support services; train student employees to deliver services (SI, tutors, etc.), organize	SSSP
0.15	Stipends MIH Advisors and Classroom Interventionists	Send and respond to SARS alerts for at-risk students	SSSP

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.

FOLLOW-UP			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4310	Instructional Supplies: materials for probation workshops	SSSP/GF/Equity	\$12000
4313	Non-instructional Supplies & Materials: office supplies for probation/dismissal/at risk counseling	SSSP	\$2000
5151	Guest Lecturer: professional development	SSSP/GF match	\$2000
5119	Non-instructional consulting: MIS data reporting	SSSP	\$15000
5220	Employee Travel: professional development/conferences	SSSP/BSI/Equity	\$2000
5159	Instructional Consulting: professional development for delivery of probation/dismissal interventions	SSSP	\$15000
5230	Food Meetings: probation/dismissal workshops, interventions workshops; professional development meetings	SSSP/Equity/Student Development	\$8000
5650	Software licensing: SARS and ACCUSQL to track student referrals	SSSP annual fee	\$10000
5820	Postage: Communication to students on probation/dismissal	SSSP/Equity	\$1000
6412	Computer/Technology: computers for students participating in follow-up, probation, and/or career counseling work	SSSP	\$20000
Total			\$87000

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.

SSSP Research/Coordination STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.57	Classified Support Staff	Provide clerical support for administrators coordinating the implementation of SSSP; run and organize data reports; communicate externally	SSSP
0.20	Dean of Student Success/ Institutional Effectiveness	Oversee SSSP implementation; responsible for data review; annual development of SSSP plan and report; presents externally on data related to SSSP	SSSP
0.6	Director of SSSP	Manage day-to-day operation of SSSP office; oversee staff implementing core matriculation services; collect and analyze data; present externally and in SSSP plan and annual report	SSSP
0.28	Director of Outreach & High School Relations	Coordinates all high school relations and off-site SSSP core matriculation service delivery; collects and analyzes high school data	SSSP

SSSP Research/Coordination STAFF			
# of FTE	Title	Role	Funding Source (SSSP/Match/GF)
1.0	Institutional Researcher	Development and dissemination of analytical data related to student success studies	SSSP
0.15	IT Specialist & Web Content	Support Cognos/ODS system; support Renegade Scorecard website for data dissemination	SSSP
2.4	Program Managers	Coordinate program-specific interventions; pull and report data for interventions such as orientation	SSSP
0.15	Stipend MIH Advisors & Classroom Interventionists	Implement small cohort-specific interventions; coordinate student meetings to disseminate follow-up service information and referrals	SSSP
0.15	Stipends for extended Orientation Bridge leads	Coordinate summer bridge curriculum and implementation; conduct student assessment for understanding	SSSP

While many staff members currently hold responsibility for coordinating the implementation of the SSSP Plan, as well as the collection and use of data, BC will hire an Institutional Researcher by 2016. In the past year, Bakersfield College has used WestEd to do research and data analysis to determine the multiple measures outcomes as well as the student support services and SSSP plan intervention effectiveness.

SSSP Research/Coordination			
Budget Code	Expenditure Title/Description	Funding Source (SSSP/Match/GF)	Amount
4310	Instructional Supplies: supplies for faculty to implement in-class interventions; faculty coordination materials for summer bridge	SSSP/GF	\$5000
4313	Non-instructional Supplies & Materials: office supplies	SSSP	\$2000
5119	Non-Instructional consulting: consulting for professional development on SSSP plan implementation; data use	SSSP	\$20000
5159	Instructional consulting: consulting on MIS data reporting	SSSP	\$42000
5220	Employee Travel: Professional development; transportation to high schools, travel to statewide SSSP convenings	SSSP/BSI/Equity	\$5000
5230	Food Meetings: food for professional development, SSSP planning meetings	SSSP/Equity	\$2000
5650	Software licensing: BC App, College Source, AccuSQL tracking	SSSP	\$50500
5861	Printing: costs for printing coordination information	SSSP	\$1000
6412	Computers/Technology computers for new program managers	SSSP	\$3000
Total			\$130,500

- 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.**

Matriculation Step	2014-15 FTIC students	Number exempted
Assessment	5512	2
Orientation	5512	1
Counseling	5512	1
Ed Plan	5512	1

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.

Students who have not met Satisfactory Academic Progress (S.A.P.) standards and/or have been disqualified and have extenuating circumstances may file financial aid appeals. This can occur either when a student exceeds the maximum timeframe or fails to meet the GPA or completion rate standards. To file an appeal, students must attend a Financial Aid Appeal Workshop, complete a current Appeal for Financial Aid Reinstatement Form, including two typed essays, provide documentation in support of extenuating circumstances, include a signed comprehensive student educational plan (CSEP) completed by a counselor or educational advisor, include a National Student Loan Data System (NSLDS) printout of their financial aid history, enroll in courses required for the students' program for the term of the appeal request, and have a completed FAFSA or Dream Act application for the current year of the appeal. The appeal committee has until the end of the semester for which the appeal is filed to provide a response. All decisions are final.

Information regarding Financial Aid Appeals can be found on the Financial Aid portion of the Bakersfield College website. <https://www.bakersfieldcollege.edu/finaid/appeals>

Our review indicated that the student appeal policies are not adequately available for student reference and use. We will be working to improve the accessibility of these policies for students on the appropriate sections of the Bakersfield College website.

The following appeal procedures can be found in Section Four: [Students/Instructional Services of the KCCD Board Policy](#).

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.

Prerequisite, corequisite, and/or advisory policies and forms are [posted here](#).

Title 5 §55003 requires validation of all prerequisites, corequisites, and/or advisories listed for each course through the content review process. However, prerequisites, corequisites, and/or advisories may be required without validation when they meet at least one of the following criteria:

- Required by statute or regulation
- Part of a lecture-lab pairing
- Required by a four-year institution
- Required by C-ID If the target course meets at least one of the aforementioned criteria.

If courses do not meet one of the four conditions above for implementation of prerequisites, corequisites, and advisories, this process follows:

- Discipline faculty with appropriate expertise must discuss the possible implementation of prerequisites, corequisites, and/or advisories.
- Discipline faculty member(s) requesting the prerequisite, corequisite, and/or advisory must be represented at the meeting(s) as well as faculty member(s) from the discipline that teach the prerequisites, corequisites, and/or advisories.
- Faculty members from both disciplines must participate in rating the relevance of reading, English, and math outcomes (CB 21 guidelines) on appropriate Individual Content Review Rater's Form
- Evidence of this work must be documented with: 1) a list of faculty names and meeting dates, and 2) a list of materials reviewed to determine appropriateness of prerequisites, corequisites, and/or advisories, and content review data.
- In addition, supporting success data must be provided including:
 - Student input regarding the necessity of the prerequisite.
 - Faculty members' appraisal of student readiness based upon assignments, quizzes, exams, participation in class, or other indicators of readiness.
 - Comparison of student performance at any point in the semester as compared to completion of the prerequisite.
 - Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument including cut scores.

If a course is being considered as a prerequisite, corequisite, and advisory faculty with discipline expertise must meet to discuss the implementation.

- Discipline faculty member(s) requesting the prerequisite, corequisite, and/or advisory must be represented at the meeting(s) as well as faculty member(s) from the discipline that teach the prerequisites, corequisites, and/or advisories. Faculty members from both disciplines must participate in number rating of SLO relevance and evidence of this meeting will consist of a list of names of faculty, heir discipline and meeting date(s).
- Material reviewed including examination of course syllabus, course outline of record, instructional materials, course format, exams, and grading criteria will be listed.

- Faculty will complete the SLO rating by listing all student learning outcomes (SLOs) of the proposed prerequisite, corequisite, and/or advisory course and having raters determine the criticality of the SLO to success.
- In addition supporting success data must be provided including:
 - Student input regarding the necessity of the prerequisite.
 - Faculty members' appraisal of student readiness based upon assignments, quizzes, exams, participation in class, or other indicators of readiness.
 - Comparison of student performance at any point in the semester as compared to completion of the prerequisite.
 - Comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument, including cut scores.

SECTION IV. PROFESSIONAL DEVELOPMENT

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

BC has an aggressive professional development plan and student success is at the core of the plan. In the past year, BC has engaged faculty and staff through monthly Student Success Stewardship Team trainings where staff collectively work to identify targets and discuss cross-departmental strategies to initiate change. Additionally, BC has been actively increasing peer professional development as well as travel to professional development opportunities focused on SSSP and core services offered by RP, ASCCC, ACCA and the CCCC. The most effective training has been homegrown opportunities during our faculty FLEX weeks and an inaugural Professional Development Summer Institute. Below is a sample list of SSSP trainings we have promoted in 2015-16:

- FLEX Week, January 2015: Making It Happen data training
- Student Success Data Summit, April 2015: Darla Cooper, Student Success Redefined data training
- BC Professional Development Summer Institute, May 2015: 6 hour MIH and Student Services training for 80+ Faculty
- FLEX Week, August 2015: MIH & student services training
- SSSP Directors Training, October 2015
- Strengthening Student Success Conference, October 2015: MIH/Multiple Measures Presentation
- ATD Student Success Summit, November 2015

While faculty and staff alike are engaging in work around student success at BC; however, increased professional development initiatives have resulted in a very heavy load and inability to meet and organize the opportunities for training. BC has a professional development plan but

currently no specific funding source for campus-wide opportunities. Moreover, there is dedicated staff oversight of professional development. Currently, a position does not exist dedicated to professional development, so the bulk of the workload sits with the Professional Development Committee (PDC) classified and management co-chairs.

During the academic year 2014-15, Bakersfield College in cooperation with the campus PDC developed a 3-year Professional Development plan. The plan can be found under “Documents” on the [PDC website](#).

As an extension of this plan, BC intends to hire a Program Manager - Professional Development to prioritize this work as a mandate in Title V, Equity and SSSP. The Program Manager-Professional Development will:

- Strategically implement the 3-year Professional Development Plan.
- Ensure we are meeting our professional development requirements as it relates to Title 5, Equity, SSSP, and the current FLEX requirements.
- Collaborate with the PDC to strategically provide professional development sessions tailored for classified, faculty and managers.
- Provide management and reporting on the Professional Development budget.

After thoroughly analyzing the August 2015 Professional Development/FLEX week sessions, we found that roughly 50% of the sessions offered address student success, matriculation and referral to support services specifically. An additional 40% spotlight BC’s commitment to equity and supporting disproportionately impacted student populations, while the remaining 10% meet miscellaneous FLEX requirements. As a result of this analysis, BC intends to pursue a funding breakdown for the Program Manager position as follows: 50% SSSP, 40% Equity, and 25% General Fund.

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:

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California Community College Chancellor's Office
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(916) 323-5953

Name: Henry Covarrubias **Title:** Program Manager - Equity
Stakeholder Group: Equity

Name: Abraham Castillo **Title:** Educational Advisor
Stakeholder Group: Counseling/Advising, Veterans

Name: Edie Nelson **Title:** Admissions Tech II
Stakeholder Group: Admissions & Records, College Council

Name: Karla Young **Title:** Student Success Program Manager
Stakeholder Group: Orientation and Outreach

Name: Kimberly Bligh **Title:** Department Chair of Academic Development
Stakeholder Group: Academic Development/Instruction, Student Support Services, Title V, Summer Bridge

Name: Zav Dadabhoy **Title:** Vice President of Student Affairs
Stakeholder Group: Student Affairs, President's Cabinet

Name: Sonya Christian **Title:** College President
Stakeholder Group: Administration