

BAKERSFIELD COLLEGE



2015-2018 STUDENT EQUITY PLAN

***“PROMOTING PATHWAYS FROM ACCESS
TO COMPLETION”***



Student Equity Plan

2015-2018

Table of Contents

SIGNATURE PAGE	2
EXECUTIVE SUMMARY	3
CAMPUS BASED RESEARCH-ACCESS	6
CAMPUS BASED RESEARCH-COURSE COMPLETION.....	14
CAMPUS BASED RESEARCH-ESL AND BASIC SKILLS COMPLETION.....	16
CAMPUS BASED RESEARCH-DEGREE AND CERTIFICATE COMPLETION	25
CAMPUS BASED RESEARCH-TRANSFER.....	27
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (ACCESS).....	30
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (COURSE COMPLETION)	31
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (ESL & BASIC SKILLS)	32
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (DEGREE & CERTIFICATE)	33
GOALS AND ACTIVITIES- BY SUCCESS INDICATOR (TRANSFER)	34
BUDGET.....	35
EVALUATION SCHEDULE AND PROCESS.....	36
ACKNOWLEDGEMENTS	37

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Executive Summary

The driving force behind Bakersfield College's 2015-2018 Student Equity Plan is a redefinition of access and completion. In addition to the traditional understanding of access as the percentage of students in the community as compared to the service area is access for all students to complete their educational goal for all students whom are disproportionately impacted. Bakersfield College's plan documents how it will engage the institution through its existing programs and services to deliver support, both inside and outside the classroom in an effort to promote academic achievement and success. Moreover, the definition of an access to completion model also needs to incorporate an awareness of the academic and sociocultural barriers that students bring with them to the college that may ultimately impede their success. Access is more than the number of students that arrive on the campus; rather, it is the number of students that successfully navigate each of the five equity indicators (Access, Course Completion, ESL & Basic Skills Completion, Degree and Certificate Completion, and Transfer).

The Bakersfield College Student Equity Planning Team has oversight for the development and implementation of the Student Equity Plan. The committee is comprised of faculty, staff, administrators, and students. The committee is comprised of faculty, staff, administrators, and students. The Student Equity Plan is a living document that embodies the goals and activities that foster an inclusive learning community that is iterative.

The college Scorecard research tells us that Hispanic/Latino students possess equitable access to the institution, but do not achieve full access in terms of completion outcomes (degree, certificate, and/or transfer). For example, Hispanic/Latino students whom are underprepared for college persist onto completion outcomes at a rate of 35% as opposed to 68% for college prepared students. Thus, equitable access to transfer-level courses is critical to closing the achievement gap for Hispanic/Latino students. On the other hand, access to enrollment at the college for African American students is not aligned with the population within the Bakersfield service region given that there exists a 3% gap. Bakersfield College will consequently target Hispanic/Latino students and African American students. The third target group will be Filipino students, which are disaggregated from the overall Asian student population. In rural communities, specifically Delano, U.S. Census data states that 12.7% of the Asian population is Filipino. The overall enrollment at the Delano Bakersfield College campus for Filipino students is 8%, which represents a 4.7% gap.

Based on current college institutional data, there has been a 2-3% increase each year for Hispanic/Latino students, yet they are not completing at a proportionate level and thus this creates an access to completion issue. Consequently, Bakersfield College faculty and student engagement is elevated (not just in the classroom), but through our co-curricular planning such as Latina Leaders, Summer Training Institute for faculty, Summer Bridge workshops where faculty serve as academic coaches, Promising Professionals/Student Ambassadors whom serve as peer coaches that have successfully navigated the access to completion model and are part of the Transfer Accelerated Program. Utilizing a more intentional and meaningful framework for collecting data – college readiness and remediation rates, transfer rates, graduation rates, and so forth, the disproportionately impacted student groups by ethnicity have been identified and have examined how each cohort is persisting through the college pathways to completion.

As part of the mission to engage campus stakeholders, the Student Equity Plan was developed in concert with Student Success Support Programs (SSSP) to ensure that the college has identified strategies that address and monitor equity issues, specifically disproportionate impact in success, achievement, and completion. The plan also addresses equity for Veterans and Foster Youth in addition to additional populations (African American, Hispanic/Latino, Asian, American Indian, Filipino, etc.). Moreover, the Student Equity planning process was also conducted in coordination with the Basic Skills Initiative report and planning and the Bakersfield College Strategic Directions Plan. Leveraging the campus resources and funding through scaling-up the size and scope of pathways from access to completion is critical.

Bakersfield College’s commitment to the Student Equity Plan is embedded....student success and engagement was also visible in 2015 by the creation of the Office of Equity and Inclusion, which is devoted to equity and student success. The Office, directed by Odella Johnson, reports to the Vice President of Student Services and serves on two key institution committees: Accreditation & Institutional Quality (AIQ) and the Equal Opportunity & Diversity Advisory Committee (EODAC). Also included in the Office of Equity and Inclusions are the following full-time positions: Program Manager, Counselor, Educational Advisor, and Department Assistant III. However, as needs arise we anticipate that changes in staff and foci will occur within the Office as student needs are identified.

Access to Completion Model

The following Student Equity Plan framework (Figure 1) illustrates Bakersfield College’s **ACCESS TO COMPLETION MODEL**, which places faculty at the center given that students expend a majority of their time with faculty. The scales up this relationship throughout each of our program initiatives. Research strongly suggests that when students have 6 or more meaningful contacts, especially with faculty, their success dramatically increases. This faculty engagement approach serves as a through-line to promote student engagement and success which ultimately culminates into each of the five student success indicators (Access, Course Completion, ESL & Basic Skills Completion, Degree and Certificate Completion, and Transfer). Specifically, each success indicator pinpoints the three highest disproportionately impacted student groups.

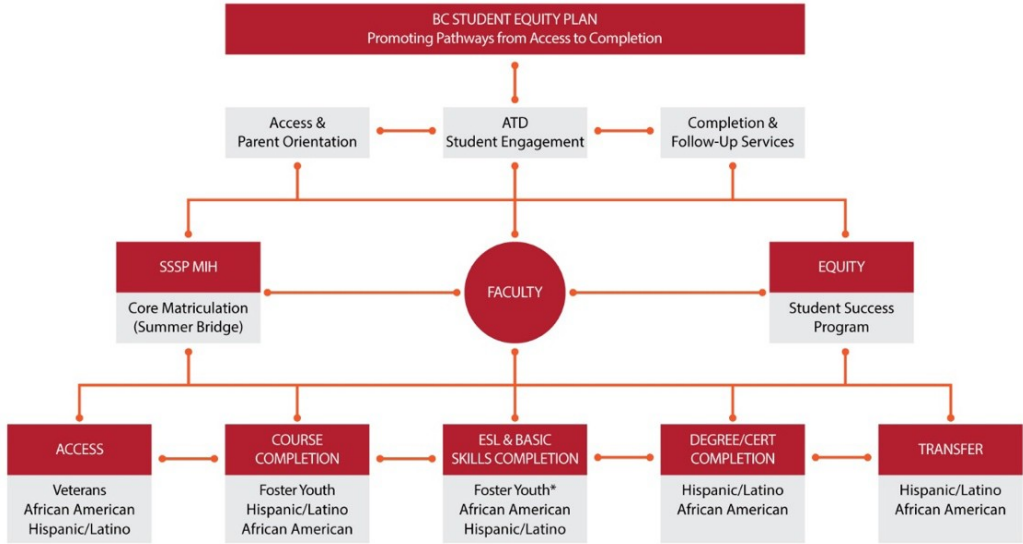


Figure 1: BC Student Equity Plan Framework (2015-2018)

Target Groups, Goals, and Timeline

The following table (Figure 2) is intended to document targeted groups as well as the goals with respect to each of the five success indicators. It outlines the direction of the Student Equity Plan based on the disproportionate impact within the Hispanic/Latino, African American, Filipino, Veteran, and Foster Youth. Although Foster Youth were disproportionately impacted within the degree and certificate completion success indicator, Bakersfield College has chosen not to include this population within this respective indicator as part of the institutional access to completion model given the limited data available. In terms of the transfer success indicator, the Filipino population will not be targeted due to the unavailable disaggregated service area data which currently merges Filipino and Asian populations.

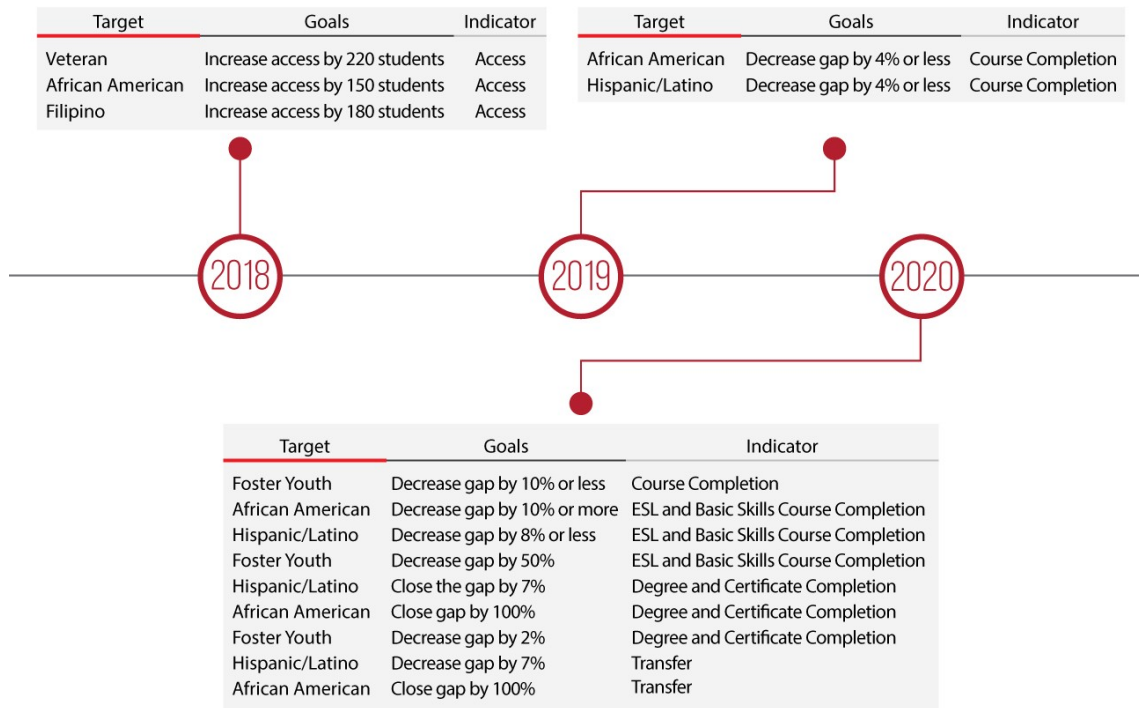


Figure 2: Target Groups, Goals, Indicator, and Timeline (2015-2020)

Integrating College Resources to Improve Student Learning and Student Achievement

In the chart below (Figure 3), you will find how Bakersfield College has integrated resources based on funding mandates that align with student success and completion. The chart below represents the expenditures that directly connect to our access to completion model that can be leveraged through campus partnerships. The student support and services program’s allocation of \$3.5 million focuses exclusively on the core matriculation services. The Basic Skills Initiative have routinely supported direct services to students such as tutoring, supplemental instruction, and providing professional development opportunities for faculty and staff with a small portion dedicated to supplies and equipment. Finally, the newly awarded Title V grant targets Hispanic/Latino students in the mathematics and basic skills areas that promotes the “Ready, Set, Go” model for completing courses.

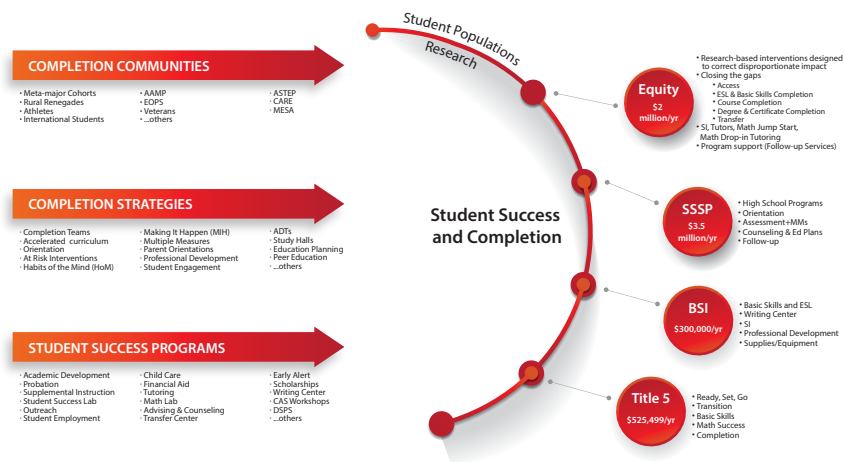


Figure 3: Student Success and Completion by Program

Bakersfield College has adapted to the varied needs of the increasingly diverse student cohorts by building a path toward increased college completion through the eyes of our Hispanic/Latino, African American, Filipino, Foster Youth, and Veteran students. Students come from communities that have rich histories of community and parental involvement, and the college can tap into that passion to build strong alliances and promote equity for those who are being left out of the current economic system. Bakersfield College has a clear vision and a solid plan on how to engage all of our stake holders including faculty, staff, and students toward addressing our communities' challenges. Finally, in consideration of State mandates and the need to address the spirit of community colleges being an open and a supportive environment for the disproportionately impacted students, this plan is developed to embrace every aspect of helping students – promising professionals to experience the Bakersfield College mission in a personal way – one that is customized to their unique needs.

Engaging Stake Holders: Community Partners

College access is vital...and it's no less critical that partner organizations also understand the challenges a typical student faces. Bakersfield College has extended its community-based organization partnerships, re-aligning services, programs, and policies to help eliminate stumbling blocks to student success from kindergarten through a student's college years. In addition to tackling program changes, conversations with partner groups also address areas of potential cultural disconnect as well as economic disadvantages.

Partner organizations in this initiative include the Kern Community Foundation's College Access Partnership Coalition, comprised of the Kern County Superintendent of Schools, Bakersfield City School District, Greenfield Unified School District, Panama Buena Vista School District, Fruitvale School District, Rosedale School District, Kern High School District, Taft College, and California State University, Bakersfield.

Bakersfield College also hosts annual African-American Community Leadership Meeting and Hispanic/Latino Community Leaders' Breakfast events, bringing together campus leadership with community members and business leaders to strengthen relationships and build deeper trust on crucial equity and inclusion issues.

Next Steps

The collaboration with Student Support Services and Programs (SSSP) along with Basic Skills Initiative (BSI), and Title V will allow the Student Equity funding to expand the implementation of goals and activities. Examples include the hiring of an Institutional Researcher, Data Analyst, Pre-Collegiate Educational Advisor, EOP&S Counselor, and a host of Program Managers to develop and maintain a robust student services focus on access to completion.

Campus Based Research

Access

A. *The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.*

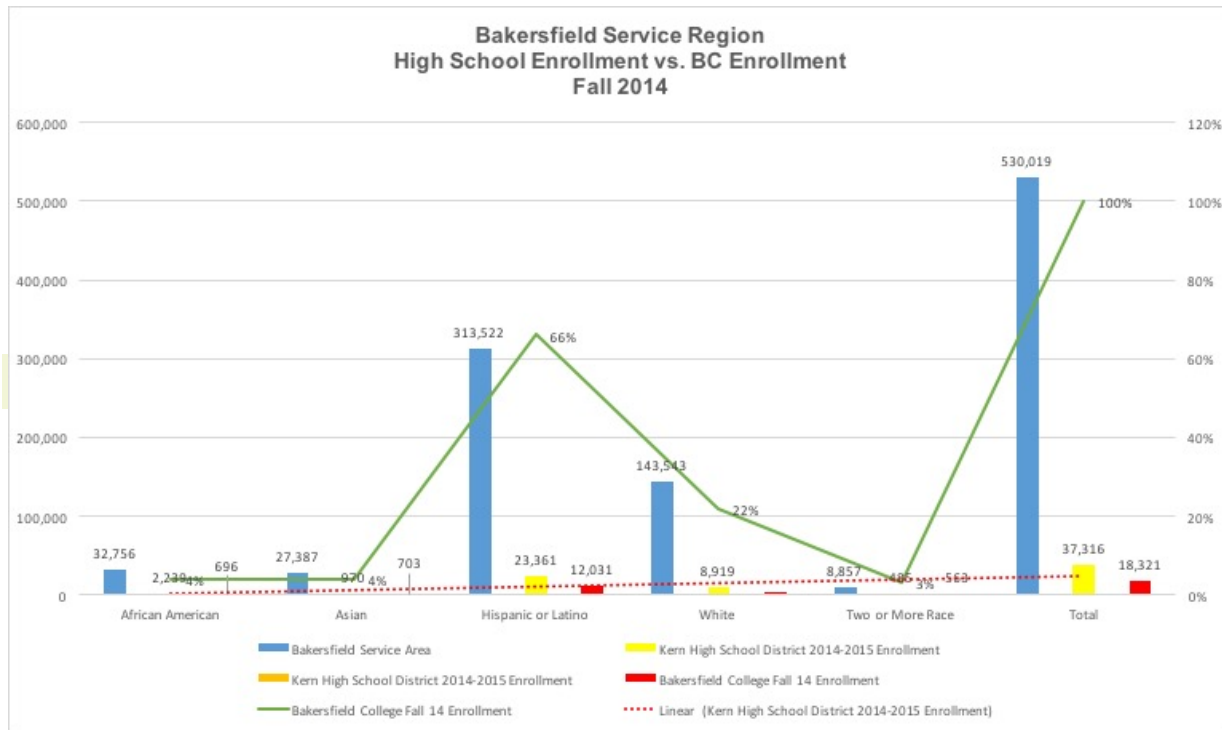
Bakersfield College reviewed several data reports regarding the local service community in comparison to the institutional community and analyzed the data for disproportionate impact as well as for further research needs. Goals and Activities were then developed to directly address disproportionate impact as related to college access.

College Service Area, by Ethnicity Group

U.S. Census: American Fact Finder; CCCCO Data Mart; KHSD Research & Planning

Currently in the Bakersfield College service area, ethnic makeup includes 60% Hispanic/Latino versus 40% non- Hispanic/Latino. Although student access in the traditional sense is not disproportionately impacted due to access, Hispanic/Latino students still experience disproportionate access with regard to moving through the Bakersfield College educational pathways to degree, certificate, and transfer attainment. In terms of African American students, access efforts will also be utilized to close achievement gaps by also increasing faculty-to-student engagement. Annual research is recommended to examine individual year with respect to incoming student population and ethnic makeup, which allows Bakersfield College to project access needs. Additionally, this allows the institution to be proactive in targeted outreach efforts to specific populations in the community feeder high schools.

Ethnicity	Bakersfield Service Area		Kern High School District 2014-2015 Enrollment		Bakersfield College Fall 14 Enrollment	
	#	%	#	%	#	%
African American	32,756	6%	2,239	6%	696	4%
American Indian and Alaska Native	2,668	0%	224	0%	71	0.4%
Asian	27,387	5%	970	3%	703	4%
Hispanic or Latino	313,522	60%	23,361	63%	12,031	66%
Native Hawaiian and Other Pacific Islander	407	0%	74	0%	19	0%
White	143,543	27%	8,919	24%	4,062	22%
Some Other Race	879	0%	1,044	3%	0	0%
Two or More Race	8,857	2%	485	1%	563	3%
Unknown	0	0%	0	0%	176	1%
Total	530,019	100%	37,316	100%	18,321	100%



Veterans

U.S. Census: American Fact Finder; CCCCO Data Mart

The below table provides an estimate of the Veteran service area population and Bakersfield College enrollment for Fall 2014. Given the enrollment gap of 4%, Bakersfield College will also target this cohort as one of its disproportionately impacted student populations.

Veterans Status	Bakersfield Service Area		Bakersfield College Fall 14 Enrollment		Diff
	#	%	#	%	
Veteran	17,487	6%	335	2%	-4%
Non Veteran	298,240	94%	17,986	98%	4%
Total	315,727	100%	18,321	100%	0%

Bakersfield College has identified an Educational Advisor through its Veterans Resource Center (VRC) to work with this student cohort and ensure that veterans complete the four core matriculation components as well as enrollment in gateway Math and English courses. While there are many variables that veterans face and that may attribute to their lack of participation to ensure greater enrollment and less disproportionate impact, Bakersfield College will partner with the Kern County Veterans Services Department to increase the veteran student population.

Course Completion

B. The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

The following section describes the 2013-2014 Bakersfield College course completion data for Ethnicity. Specifically, the data indicates Hispanic/Latinos complete Basic Skills courses at 62.7% during the Fall 2013 term compared 67.4% for degree applicable courses. African American Basic Skills completion for Fall 2013 was 48.7% compared to 56.1% for degree applicable courses. Detailed in the Goals section are activities specifically addressing the Hispanic/Latino and African American success rates including targeted interventions, faculty and student engagement initiatives, an enhanced supplemental instruction and tutoring programs in addition to professional development activities.

Bakersfield College Course Success Rate By Ethnicity for Fall 2013 and Spring 2014										
	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014	Fall 2013	Spring 2014
	Basic Skills	Basic Skills	Credit	Credit	Degree Applicable	Degree Applicable	Transfer	Transfer	Vocational	Vocational
Average	62.36%	61.72%	69.98%	71.49%	69.35%	70.11%	68.84%	69.82%	79.38%	82.37%
African-American	48.77%	48.13%	56.95%	58.89%	56.11%	57.57%	55.60%	56.44%	63.64%	68.53%
American Indian/Alaskan Native	33.33%	72.73%	67.55%	74.87%	66.19%	65.93%	64.35%	61.95%	82.72%	87.10%
Asian	69.02%	70.04%	76.76%	78.80%	77.14%	79.48%	77.00%	79.68%	83.55%	85.27%
Hispanic	62.71%	61.36%	67.48%	68.91%	67.44%	68.56%	66.97%	68.34%	76.18%	78.40%
Multi-Ethnicity	72.03%	48.95%	71.69%	68.20%	70.54%	67.92%	70.39%	67.60%	74.59%	78.89%
White Non-Hispanic	63.48%	68.36%	77.65%	79.36%	75.77%	75.63%	75.20%	75.40%	87.41%	90.28%

The data for Foster Youth course completion comparison in relation to other special population students at Bakersfield College utilized an average success rate in Fall 2014 and Spring 2015 as the reference point. There exists a 2% gap between students with disability and the Bakersfield College average, and 19% gap for Foster Youth students. To close the gap, we would need 63 more successful course completion for DSPS students and 280 more course completion for Foster Youth. Additional qualitative research is recommended to gain a greater understanding of the required success interventions for Foster Youth students.

Ethnicity	2014-15 total course enrollment	2014-15 total successful course completion	Success Rate	Gap to College Average
DSPS	3979	2657	66.8%	-2%
Foster Youth	1463	720	49.2%	-19%
Veteran	2020	1455	72.0%	
Average	103752	70936	68.4%	

ESL and Basic Skills Completion

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

Successful Completion of ESL Course

The chart below clearly demonstrates that Hispanic/Latino students are disproportionately impacted in terms of ESL course completion. Moreover, the data indicates that the overall success rate in ESL is 31.1% for the 2007-08 cohort. Given the high non-success rate, Bakersfield College plans to increase the level of targeted outreach to these populations including an expanded Spanish translation marketing plan focusing on materials and web resources for students to decrease disproportionate impact in enrollment and success.

2014 Bakersfield College Student Success Scorecard ESL		
Revision Date: 5/9/2014 CCCCO Scorecard		
ESL	2007-2008	
Group	Cohort Size	Cohort Rate
All	402	31.1%
Female	252	34.5%
Male	146	25.3%
< 20 years old	199	29.6%
20 to 24 years old	88	29.5%
25 to 39 years old	80	37.5%
40+ years old	35	28.6%
African American	1 to 9	50.0%
American Indian	1 to 9	0.0%
Asian	46	58.7%
Filipino	17	41.2%
Hispanic	283	26.9%
Pacific Islander	1 to 9	50.0%
White	15	13.3%

Foster Youth Completion of Basic Skills Course - English

The identified Foster Youth population below within Basic Skills English courses indicates a disproportionate impact. Additionally, the most recent ATD cohort (2012-13) indicates a 0% success rate, thus providing the rationale for scaled-up targeted intervention. Bakersfield College plans to increase Foster Youth in-Reach with faculty in addition to collaborating with community stakeholders to support this student population.

BC Element 1 - Completion of Developmental Courses within 3 Years										
English	2009-10 Cohort		2010-11 Cohort		2011-12 Cohort		2012-13 Cohort		4 Cohorts Combined	
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate
Placed in Developmental English	2,877	21.3%	2,680	20.9%	2,290	24.9%	2,209	24.0%	10,056	22.6%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Foster Youth										
Foster Youth ¹	25	0.0%	18	0.0%	19	21.1%	36	0.0%	98	4.1%
Not a Foster Youth	2,852	21.5%	2,662	21.0%	2,271	24.9%	2,173	24.4%	9,958	22.8%
Veteran										
Veteran ²	21	19.0%	19	26.3%	8	12.5%	17	41.2%	65	26.2%
Not a Veteran	2,856	21.3%	2,661	20.8%	2,282	24.9%	2,192	23.9%	9,991	22.6%

1. As of Fall 2008, we began collecting, via the application form, whether students were currently part of the foster care system. In Fall 2012, a second question was added, asking if students were in foster care at any time after age 13. For this report, we have included students who answered in the affirmative for either of those questions.

2. For this report, we look at whether a student identified themselves as a Veteran in the Application or if they were verified to be a veteran through Academic Records.

Foster Youth Completion of Basic Skills Course - Math

With respect to Basic Skills Math for Foster Youth students, the 2012-13 ATD data indicates an equally low success rate of 2.7%. Consequently, Bakersfield College will also mirror its intervention efforts with English faculty to increase measurable student success outcomes for Foster Youth enrolled in Math courses. Communication and collaboration with community stakeholders will also allow Bakersfield College to initiate curricular initiatives designed to promote academic success, especially within Math.

BC Element 1 - Completion of Developmental Courses within 3 Years										
Math	2009-10 Cohort		2010-11 Cohort		2011-12 Cohort		2012-13 Cohort		4 Cohorts Combined	
	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate	Cohort	Success Rate
Placed in Developmental Math	2,736	19.1%	2,732	20.6%	2,528	23.3%	2,541	24.1%	10,537	21.7%
Results by Demographic Component (red and green bars illustrate achievement gaps relative to the overall (average) rate)										
Foster Youth										
Foster Youth ¹	24	12.5%	18	5.6%	24	4.2%	37	2.7%	103	5.8%
Not a Foster Youth	2,712	19.1%	2,714	20.7%	2,504	23.5%	2,504	24.4%	10,434	21.9%
Veteran										
Veteran ²	29	27.6%	20	40.0%	10	30.0%	18	22.2%	77	29.9%
Not a Veteran	2,707	19.0%	2,712	20.4%	2,518	23.3%	2,523	24.1%	10,460	21.6%

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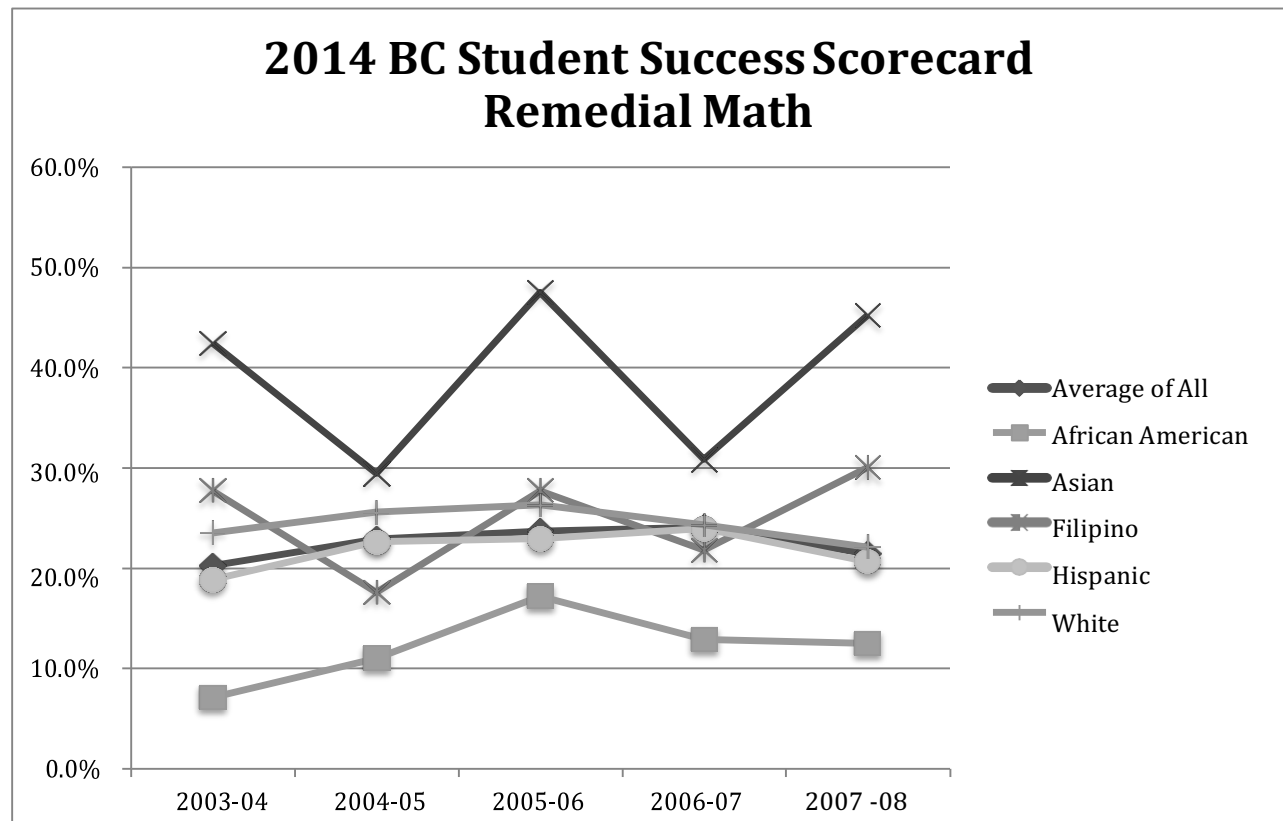
Remedial English by Ethnicity

As the table below indicates among the students tracked within cohort groups, every individual race/ethnicity group experienced various levels of negative impact across the 2008-13 five-year period. There were five groups that showed evidence of impact worth further exploration. Hispanic/Latino students experienced 5 continuous years of low success. The other groups were so small or had missing data that require further investigation.

Proportionality Index	2003-04 thru 2008-09			2004-05 thru 2009-10			2005-06 thru 2010-11			2006-07 thru 2011-12			2007-08 thru 2012-13			All Cohorts Combined		
	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index	Cohort %	Success %	Proport. Index
African American	7.9%	3.1%	0.39	8.2%	4.5%	0.55	7.7%	5.8%	0.76	6.1%	3.8%	0.61	7.5%	4.1%	0.55	7.5%	4.3%	0.57
American Indian	1.4%	1.6%	1.12				1.5%	2.0%	1.31							1.4%	1.3%	0.93
Asian	2.6%	3.1%	1.20	2.6%	4.0%	1.53	2.2%	3.6%	1.59	2.3%	3.6%	1.56	1.9%	2.6%	1.34	2.3%	3.4%	1.44
Filipino	3.3%	5.6%	1.68	3.2%	5.8%	1.78	3.2%	5.7%	1.77	3.4%	3.8%	1.12	2.4%	2.8%	1.17	3.1%	4.7%	1.52
Hispanic	47.5%	43.7%	0.92	49.8%	43.2%	0.87	51.8%	45.6%	0.88	51.3%	48.3%	0.94	48.4%	43.4%	0.90	49.8%	44.9%	0.90
Pacific Islander																0.4%	0.4%	1.04
Unknown	1.9%	2.4%	1.26	2.3%	1.9%	0.80	3.0%	3.0%	1.01	3.6%	3.9%	1.09	7.4%	8.4%	1.13	3.6%	3.9%	1.08
White	34.9%	40.2%	1.15	32.2%	39.4%	1.23	30.2%	33.9%	1.12	31.6%	35.6%	1.13	30.2%	36.7%	1.22	31.8%	37.1%	1.17

Remedial Math by Ethnicity

Hispanic/Latino and African American students enrolled in basic skills Math courses significantly encounter lower success rates compared to peers. Fall 2014 Bakersfield College scorecard data reveals that Hispanic/Latino and African American student success rate was 20.6% and 12.5%, respectively. These are alarming success rates given successful basic skills completion at Bakersfield College is critical to advancement into gateway Math courses.



Goals and Activities

This section details the Bakersfield College Goals and Activities to address disproportionate impact discussed in the Campus Based Research section. Each Activity has an associated timeline and responsible party.

Goals and Activities- Access

Goals: Increase the access and enrollment rate for Hispanic/Latino, African American, and Veteran students between 2015-2020.

Activities	Timeline	Responsible Party
1.1 Develop comprehensive targeted outreach and “in-Reach” plan to onboard and engage potential disproportionately impacted students in the high schools and in rural communities.	2015-2020	Equity and Inclusion, Outreach and School Relations & Delano Campus Director
1.2 Collaborate with ASTEP and AAMP to increase information regarding college services and early participation and engagement.	2015-2018	Equity and Inclusion, Outreach and School Relations
1.3. Collaborate with Transfer Accelerated Pathways, Rural Initiatives, and Outreach/School Relations to increase and maintain target group enrollments.	2015-2018	Outreach and School Relations, Counseling Center, & Delano Campus Director
1.4 Increase participation in Summer Bridge or Pre-College workshops through Student Academic Support Services as part of meta-major focus.	2015-2018	VPSA, Dean of Math and Science, Division Deans, Supplemental Instruction, & Division Deans
1.5 Enroll target students in first-semester Student Development course (Renegade 101) to facilitate sense-of-belonging and engagement.	2015-2020	Outreach and School Relations, Counseling Center, & Delano Campus Director
1.6 Support “Vet Fest” initiative for veteran students.	2015-2020	Veterans Resource Center, Counseling Center, & Equity and Inclusion
1.7 Increase awareness of post-traumatic stress disorder and traumatic brain injury for veteran students.	2015-2020	Veterans Resource Center & Disabled Student Programs
1.8 Increase college-going information to target groups via Equity TV, which highlights personal narratives and campus resources.	2015-2020	Outreach and School Relations, Marketing and Public Information, & Equity and Inclusion
1.9 Utilize Student Ambassadors/Mentors via Promising Professionals to contact prospective target students through a variety of outlets (email, phone, social media, etc.).	2015-2020	Outreach and School Relations & Equity and Inclusion
1.10 Host student receptions and parent orientations at feeder high schools and at the Bakersfield College campus for new and returning students.	2015-2020	Outreach and School Relations & Equity and Inclusion
1.11 Identify a professional faculty researcher to visit Bakersfield College to engage students, faculty, staff, and community members on the challenges impacting target groups.	2015-2020	VPSA, Division Deans, & Equity and Inclusion
1.12 Align Rural Initiatives pathways with Delano campus’ fall and spring orientations to encourage African American and Hispanic/Latino student success.	2015-2020	VPSA, Delano Campus Director, & Equity and Inclusion

Goals and Activities- Course Completion

Goals: Increase the course completion rate for Hispanic/Latino, African American, and Foster Youth students between 2015-2020.

Activities	Timeline	Responsible Party
2.1 Provide targeted onboarding interventions to promote sense-of-belonging and college pathways.	2015-2018	EOPS/CARE & Outreach
2.2 Support Social Justice Leadership Academy trained professional development workshops for faculty designed to foster student engagement.	2015-2020	VPSA, VPAA & Division Deans
2.3. Increase opportunities for students to complete comprehensive Educational Plans through 15+, 30+, and 48+ recognition activities.	2015-2018	VPSA, VPAA & Division Deans
2.4 Promote Community Hour to increase faculty and student engagement.	2015-2018	VPSA, VPAA & Division Deans
2.5 Expand opportunities faculty & student leaders to refer students to Supplemental Instruction and Drop-In tutoring.	2015-2018	VPSA & Division Deans
2.6 Facilitate meta-major drop-in workshops to promote course completion and student success.	2015-2020	VPSA & Division Deans
2.7 Conduct ongoing research regarding student access and barriers for specific groups including veteran and foster youth students.	2015-2020	VPSA, EOPS/CARE, and Foster Youth Taskforce
2.8 Expose Latina Leaders, EOPS/CARE, and California Youth Connection (CYC) chapter to Umoja principles to increase student belonging.	2015-2020	VPSA, EOPS/CARE, and Foster Youth Taskforce
2.9 Utilize Umoja principles within faculty development workshops to expand best practices regarding African American first-year experience process.	2015-2016	VPSA & Division Deans
2.10 Coordinate impact of Early Alert/Probation process with faculty by Equity Program Manager.	2015-2018	VPSA & Division Dean
2.11 Align Promising Professionals with African American Mentoring Program, Latina Leaders, and Rural Initiatives as part of the Summer Break workshops with faculty.	2015-2018	VPSA & Division Deans
2.12 Align Rural Initiatives pathways with Delano campus' fall and spring orientations to encourage African American and Hispanic/Latino student success.	2016-2018	VPSA & Division Deans
2.13 Increase student contact and follow-up via peer-to-peer Ambassadors/Mentors for the purpose of engagement and sense-of-belonging.	2015-2018	VPSA & Division Deans

Goals and Activities- ESL & Basic Skills Completion

Goals: Increase completion rates for Hispanic/Latino, African American, and Foster Youth students enrolled in ESL & Basic Skills courses between 2015-2020.

Activities	Timeline	Responsible Party
3.1 Connect disproportionately impacted target groups to Supplemental Instruction and tutoring through Student Academic Support Services.	2015-2020	Equity and Inclusion, Supplemental Instruction, Dean of Math and Science, & Delano Campus Director
3.2 Refer students to Math tutor as part of reach-in efforts through ASTEP, AAMP, Latina Leaders, Renegade 101, and Rural Initiatives.	2015-2020	Equity and Inclusion, Dean of Math and Science, & Delano Campus Director
3.3 Encourage pre-collegiate math students to participate in Student Voices Project as part of student engagement and educational pathways.	2015-2020	Outreach and School Relations, Counseling Center, & Delano Campus Director
3.4 Increase participation in Math Pre-Supplemental Instruction to identify and support students through Math Jump Start and traditional math courses as part of faculty-student engagement.	2015-2020	VPSSA, Dean of Math and Science, Division Deans, Supplemental Instruction, & Division Deans
3.5 Utilize SPSS Classroom Interventionists through Making It Happen initiative to provide consistent classroom follow-up with students enrolled in respective courses.	2015-2020	VPSSA, Division Deans, SPSS/Student Success, & Delano Campus Director
3.6 Increase follow-up services such as Early Alert/Probation monitoring by scheduling bi-monthly meetings each semester to ensure proper tracking of disproportionately impacted students.	2015-2020	Counseling Center, Division Deans, Equity and Inclusion, & VPSSA

Budget

Bakersfield College is committed to providing programs and services to directly impact equity and provide all access, and success as related to ESL and Basic Skills students, course completion, and goal attainment in the achievement of certificate and degree completion as well as transfer to a four-year institution.

Bakersfield College follows an integrated planning and budgeting model and as a result the goals and activities will be supported by varied funding streams as appropriate to support greater equity.

Funds planned for utilization include:

INCLUDE FUND ITEMS HERE

As of December 1, 2015 Bakersfield College has not received its allocation from the District. The Chancellor is waiting until all plans are received before distributing funds. As a result, the college has included a projected budget detail below to meet plan goals and activities.

Student Equity Planning Agenda Budget Detail

The below amounts reflect projected salary and benefits per position

Position/Activity	Budget
College Institutional Researcher 1.0 FTE	
Director of Equity and Inclusion 1.0 FTE	
Program Manager – Equity and Inclusion	
Equity Counselor/Faculty 1.0 FTE	
Equity Departmental Assistant III 1.0 FTE	
Equity Educational Advisor 1.0 FTE	
Pre-Collegiate Educational Advisor 1.0 FTE	
Program Manager – Professional Development .	
Program Manager – Outreach/School Relations 0.5 FTE	
Program Manager – Renegade 101 1.0 FTE	
Program Manager – EOP&S 1.0 FTE	
Total	

Student Equity Plan Evaluation

Bakersfield College is dedicated to institutional improvement and engages in ongoing quality assurance and data analysis to ensure planning is implemented in a timely and reasonable manner to meet institutional goals of increased student access, equity and success.

All student equity plan goals and activities will be reviewed by the Institutional Effectiveness Team to ensure indicated timelines are met. The use of both quantitative and qualitative data to ensure that student voices are included in a holistic assessment of college efforts to address disproportionate impact with regards to access, course completion, ESL and basic skills completion, degree and certificate completion and transfer is vital. Bakersfield College will also begin utilizing better data collection for foster youth and veterans, two populations not well tracked in the District.

The following methods will be utilized to assess the Bakersfield College Student Equity planning agenda:

- Traditional student quantitative access and success data
- Focus Groups- student based qualitative research
- Program/Departmental-level student voice initiative
- Surveys- student based qualitative research

Kern Community College District Budget planning occurs in April for the following academic year. While State Chancellors Office Student Equity funding will not be allocated prior to October, the College will complete plan analysis and updates prior to the end of April and redirect goals, activities, and funding to address research based findings. The evaluation timeline by the Institutional Effectiveness Team will be as follows:

- | | |
|--|-------------------------|
| • Receives Student Equity Plan | January 2016 |
| • Reviews goals and activities | February 2016 |
| • Follow-up with responsible stakeholders regarding goal and activity implementation | March-April 2016 |
| • Revise plan goals and activities | April-May 2016 |
| • Begin annual research, analysis, planning, and implementation cycle | August 2016 |
| • Feedback from appropriate contributing committees and work groups | October 2016 |
| • Annual Student Equity Plan submission | November 2016 |

Acknowledgements

Bakersfield College acknowledges the following faculty, staff and students who actively participated in the development of the 2015-2018 Student Equity Plan.

Student Equity Committee: 2014-2016

Name	Role (Dept)
Name	Role (Dept)
Name	Role (Dept)