



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

Part I – Deadlines and Important Information

- Submission deadline: **December 1, 2017**
- The 2017-19 Integrated Plan will cover two years. The budget plan will reflect the 2017-18 allocations.
- Integrated fiscal reports will be required on an annual basis.
- All programmatic and student outcome data will be collected via existing MIS reporting. No additional data submissions are required.
- Colleges are encouraged to align integrated program plans with their college and district strategic plans/education master plans.
- Identify one individual and an alternate to serve as the point of contact for your college.

PROGRAM INTEGRATION

The integrated SSSP/Student Equity/BSI program model promotes integrated planning and program coordination at the district and college levels. The three programs retain separate requirements as specified in Education Code and title 5 regulations; these requirements are built into the Integrated Plan to ensure compliance with applicable law and regulations. In coming years, the Chancellor's Office intends to pursue changes in Education Code and title 5 regulations to achieve even greater integration and alignment of the three programs in subsequent planning cycles.

Plans are to be developed in consultation with students, staff, administrators, faculty, Academic Senate, and members of the community as appropriate. Your plan must be adopted by the governing board of the community college district and submitted to the Chancellor's Office by December 1, 2017. A separate plan must be submitted for each college in the district.

DATA-DRIVEN PLANNING

An effective plan is grounded in data. In developing your integrated plan, refer to existing data from your previous plans, additional statewide data, and/or data collected at your colleges. The Chancellor's Office will explore and develop mechanisms and tools over the coming months to assist and support colleges in their data analysis effort, although colleges should proceed with existing resources to complete the 2017-19 plan. Areas of focus for these new tools will include access and completion for basic skills, workforce and CTE, and transfer level courses.

Although you are not required under this plan to submit your data, analysis, and each goal you set, Education Code requires that you analyze data and develop goals to address the following and to retain that information as part of your institutional records:

- Goals for the general population and for identified student groups, disaggregated by gender, as well as activities designed to address disproportionate impact using one of the



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Chancellor's Office-approved methodologies. Education Code requires that colleges analyze data for the following student groups and, if appropriate, develop subgroup-specific goals: current or former foster youth, students with disabilities, low-income students, veterans, American Indian or Alaskan Native, Asian students, black or African American, Hispanic or Latino, Native Hawaiian or other Pacific Islander, white, some other race, and more than one race.

- Success rates for students with basic skills needs using Basic Skills Cohort Tracker data that show (1) the number of students successfully transitioning to college-level mathematics and English courses, and (2) the time it takes students to successfully transition to college-level mathematics and English courses.

In addition, the following data should inform your planning:

- Trends for incoming students related to engagement in the following activities: (1) orientation, (2) assessment, and/or (3) education planning.
- The number of students on academic or progress probation, referred to follow-up interventions or services, and successfully moved from probation—disaggregated into the student groups that must be included in your disproportionate impact analysis.
- The number of noncredit CDCP certificates awarded, if applicable.
- Noncredit course success data, such as the percentage of students earning a grade of pass (P) or satisfactory progress (SP), if applicable.
- The number of students who transition from noncredit to credit.



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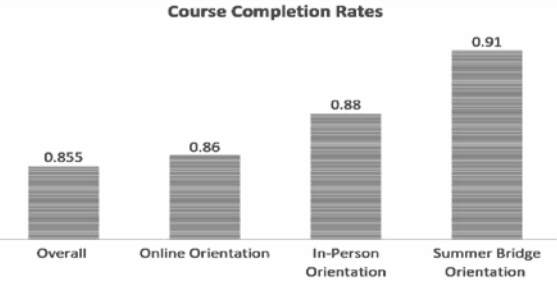
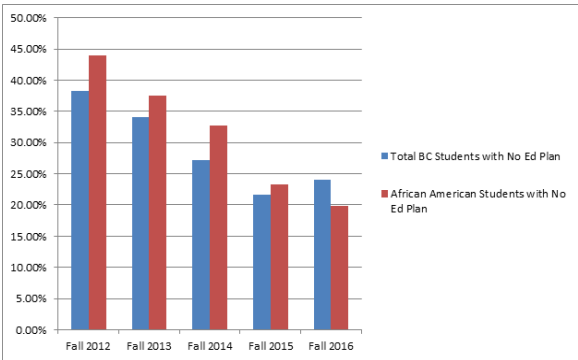
Part II – Program Goals and Planning

PREVIOUS ACCOMPLISHMENTS

1. Assess your college’s previous program efforts:

- a. List progress made toward achieving goals outlined in your 2015-16 plans.

| PILLAR #1: CLARIFY THE PATH | |
|---|---|
| Goal | Progress |
| <p>EDUCATIONAL PLANNING</p> <p><i>SSSP: Increase rate of completed Education Plans (both Abbreviated and Comprehensive) with a heavy emphasis on incoming freshmen</i></p> <p><i>Increase student access to counselors and counseling sessions</i></p> <p><i>Equity: Increase educational plan completion for African American and Veteran students.</i></p> | <p>BC raised overall ed plan completion rate to 82% for all FTIC, an increase of 10% in one year. BC trains all counselors to serve as coaches on a Completion Coaching Community, case-managing cohorts. BC has seen a 14% increase in completed counseling sessions from 2012-13 to 2016-17. In 2012-13, advisors completed 3,697 sessions with students, compared with 5,082 sessions in 2016-17.</p> <p>BC hired educational advisors to address pathway progression and completion/transfer among disproportionately impacted student populations, including an educational advisor for African American Initiative (AAI). For the first time, the percentage of AA students without an educational plan dropped below the percentage of all students without an educational plan, even as total enrollment of AA students increased from 836 in 2015 to 899 in 2016.</p> <p>BC uses educational technology tools for degree mapping, sequencing, and educational planning, and is launching year-long registration. BC has mapped all degree-applicable courses in four-semester sequences in DegreeWorks.</p> |
| PILLAR #2: GET ON THE PATH | |
| Goal | Progress |
| <p>ORIENTATION</p> <p><i>SSSP: Ensure each incoming freshman is fully matriculated by the end of their first semester</i></p> | <p>BC delivers its orientation in multiple ways: 1) in person workshops on- and off-campus, 2) Online, and 3) through an extended full-day Summer Bridge. Students who participate in an orientation are more successful at BC than those who do not. Of the orientation delivery methods, Summer Bridge is correlated with the highest course completion rates. Beginning with a small pilot for 40 students in 2014, BC has scaled the program to reach over 1,200 students in 2017 -- a 200% increase over 2016 with 400 students.</p> |





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| <p>FULL MATRICULATION AND REGISTRATION</p> <p><i>SSSP: Ensure each incoming freshman is fully matriculated by the end of their first semester</i></p> <p><i>Equity: Increase enrollment for African American and Veteran students.</i></p> | <p>BC serves 30,000+ students annually; 66.3% Latino, and 4.1% African American.</p> <p>In 2016-17, BC ensured that 4,187 students (72%) were fully matriculated through an increasing presence in the high schools. This is a 35% increase over 1,874 students in 2012-13. In 2016-17 alone, BC delivered 265 matriculation workshops in the high schools, reaching students over 8,530 times.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #f28b82; color: white;"> <th>Matriculation Step</th> <th># Workshops</th> <th># Students Served</th> </tr> </thead> <tbody> <tr> <td>Step 1 – Application</td> <td style="text-align: center;">34</td> <td style="text-align: center;">1502</td> </tr> <tr> <td>Step 2 – Orientation</td> <td style="text-align: center;">44</td> <td style="text-align: center;">1784</td> </tr> <tr> <td>Step 3 – Assessment</td> <td style="text-align: center;">59</td> <td style="text-align: center;">2390</td> </tr> <tr> <td>Step 3 – Assessment (non-primary)</td> <td style="text-align: center;">34</td> <td style="text-align: center;">744</td> </tr> <tr> <td>Step 4 – NSW & ASEP</td> <td style="text-align: center;">81</td> <td style="text-align: center;">2114</td> </tr> <tr> <td>Step 5 – Registration</td> <td style="text-align: center;">13</td> <td style="text-align: center;">Unavailable</td> </tr> <tr style="font-weight: bold;"> <td style="text-align: right;">Totals:</td> <td style="text-align: center;">265</td> <td style="text-align: center;">Over 8,534</td> </tr> </tbody> </table> <p>BC also hosts one-day matriculation events, community leader breakfasts (African American, Latino, Veteran), and an annual high school counselor conference.</p> <p>BC has also skilled-up student support staff to serve disproportionately impacted students in the onboarding process. This includes a full-time admissions tech to work with Veteran students, an educational advisor for Outreach & Financial Aid, and a liaison for foster youth in financial aid.</p> | Matriculation Step | # Workshops | # Students Served | Step 1 – Application | 34 | 1502 | Step 2 – Orientation | 44 | 1784 | Step 3 – Assessment | 59 | 2390 | Step 3 – Assessment (non-primary) | 34 | 744 | Step 4 – NSW & ASEP | 81 | 2114 | Step 5 – Registration | 13 | Unavailable | Totals: | 265 | Over 8,534 |
|---|--|--------------------|-------------|-------------------|----------------------|----|------|----------------------|----|------|---------------------|----|------|-----------------------------------|----|-----|---------------------|----|------|-----------------------|----|-------------|---------|-----|------------|
| Matriculation Step | # Workshops | # Students Served | | | | | | | | | | | | | | | | | | | | | | | |
| Step 1 – Application | 34 | 1502 | | | | | | | | | | | | | | | | | | | | | | | |
| Step 2 – Orientation | 44 | 1784 | | | | | | | | | | | | | | | | | | | | | | | |
| Step 3 – Assessment | 59 | 2390 | | | | | | | | | | | | | | | | | | | | | | | |
| Step 3 – Assessment (non-primary) | 34 | 744 | | | | | | | | | | | | | | | | | | | | | | | |
| Step 4 – NSW & ASEP | 81 | 2114 | | | | | | | | | | | | | | | | | | | | | | | |
| Step 5 – Registration | 13 | Unavailable | | | | | | | | | | | | | | | | | | | | | | | |
| Totals: | 265 | Over 8,534 | | | | | | | | | | | | | | | | | | | | | | | |

PILLAR #3: STAY ON THE PATH

| Goal | Progress | | | | | | | | | | | | |
|--|--|--------------------|-----------------------|--------------------|-------------------------|--------------|--------------|------------------------|----------------|----------------|---------------------|--------------|--------------|
| <p>COURSE COMPLETION</p> <p><i>Equity Goals: To increase the course success rate for African Americans, Hispanics, and Foster Youth</i></p> <p><i>To improve success rates for populations experiencing gaps from the overall student success rates in ESL/Basic skills</i></p> <p>BSI Goals: 10% increase in success for English, Math, Reading for a three year cohort including a 10% increase in African American Students</p> | <p>The Kern Community College District’s 2017 Elements of Student Success report indicates that in 2014-15 all groups with the exception of African American students had a decrease in course completion in their first year. Since then, BC has improved overall course success rates:</p> <ul style="list-style-type: none"> ● Transfer-level English increased from 18% to 26.9% ● Transfer-level math increased from 17.1% to 23% <p>While these increases demonstrate substantial institutional progress, BC is also seeing improvement over the past 5 years in overall completion for those identified as disproportionately impacted in the 2015-16 Equity Plan.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr style="background-color: #333; color: white;"> <th>Student Group</th> <th>College-Level English</th> <th>College-Level Math</th> </tr> </thead> <tbody> <tr> <td><i>African American</i></td> <td style="text-align: center;">3.6% to 8.7%</td> <td style="text-align: center;">3.9% to 5.3%</td> </tr> <tr> <td><i>Hispanic/Latino</i></td> <td style="text-align: center;">10.1% to 15.1%</td> <td style="text-align: center;">11.8% to 11.7%</td> </tr> <tr> <td><i>Foster Youth</i></td> <td style="text-align: center;">2.0% to 5.4%</td> <td style="text-align: center;">2.0% to 3.6%</td> </tr> </tbody> </table> <p>Success in remedial English has increased as follows:</p> <ul style="list-style-type: none"> ● African American: from 40.9% in 2013-15 to 47.6% 2014-16 ● Hispanic/Latino: from 45.5% in 2013-15 to 49.6% 2014-16 <p>Additionally, BC’s robust African American Initiative (AAI), includes: African American Male Mentor Program (AAMMP) and Umoja ASTEP, designed to increase academic success in college-level English with an embedded study hall. BC also hired two math tutors where one works specifically with our AA cohort of students and the Umoja ASTEP counselor.</p> | Student Group | College-Level English | College-Level Math | <i>African American</i> | 3.6% to 8.7% | 3.9% to 5.3% | <i>Hispanic/Latino</i> | 10.1% to 15.1% | 11.8% to 11.7% | <i>Foster Youth</i> | 2.0% to 5.4% | 2.0% to 3.6% |
| Student Group | College-Level English | College-Level Math | | | | | | | | | | | |
| <i>African American</i> | 3.6% to 8.7% | 3.9% to 5.3% | | | | | | | | | | | |
| <i>Hispanic/Latino</i> | 10.1% to 15.1% | 11.8% to 11.7% | | | | | | | | | | | |
| <i>Foster Youth</i> | 2.0% to 5.4% | 2.0% to 3.6% | | | | | | | | | | | |



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| | |
|--|---|
| <p>TRANSFER</p> <p><i>Equity: To improve transfer rates for populations experiencing gaps from the overall student population</i></p> | <p>BC has developed transfer pathways and a transfer center where students have access to a BC transfer counselor and two CSU transfer counselors. BC hosts an annual Historically Black Colleges & Universities (HBCU) caravan tour event along with multiple transfer fairs and dozens of university reps visiting campus. HBCU reps took on-site applications, and awarded scholarships.</p> <p>BC's Kern Promise guarantees students to complete their ADT at BC and transfer to a 4-year college within two years. BC currently has 28 ADTs approved by the state and has improved the number of CSU transfers from 326 in 2013-2014 to 789 in 2015-2016. Our college received an award from the Campaign for College Opportunity for a 600% increase in ADTs.</p> |
|--|---|

PILLAR #4: ENSURE LEARNING

| Goal | Progress |
|--|--|
| <p>ACADEMIC SUPPORT SERVICE UTILIZATION</p> <p><i>Basic Skills: 10% increase in student usage of support services over the next 2 years</i></p> | <p>BC has strengthened its academic support programs and services and has seen growth within the usage of support services. Academic Support Services implemented AccuSQL, a software designed to track student attendance for all support services. The department provides weekly reports of student visits and automated weekly visit report to faculty and completion communities across the campus.</p> <p>Support services have seen an increase across the board:</p> <ul style="list-style-type: none"> ● Supplemental Instruction: 828 participants in fall 2015 from 291 in fall 2014. Employed 100+ SI leaders in 2016 from 15 in spring 2014 ● Writing Center: 3,204 visits in spring 2015 to 3,729 visits in fall 2016 ● Tutoring Center: 3,677 students in spring 2016 to 3,806 in fall 2016 ● Extend the Classroom: newly implemented |

b. To what do you attribute your overall success or lack thereof? (100 words maximum)

- Integrated and strategic coordination of funding priorities and expenditures
- Clear vision and direction from top levels of leadership at Bakersfield College
- Extensive campus-wide engagement in the implementation of guided pathways
- Partnership with Kern High School District to expand off-site matriculation service delivery; fully matriculated students increased from 37% in 2012-13 to 72% in 2016-17
- Coordination with Title V to expand Summer Bridge in two years (from 400 to 1,200 students)
- Expansion of institutional research capacity through establishment of the Office of Institutional Effectiveness; Resources to support consultant research and analysis
- Successful implementation of AccuSQL, a student tracking software

c. In the table below, identify one goal from your 2015-16 plans that intersects SSSP, Student Equity, and BSI and describe the integration activities.

| Goal | Activities in each program that serve the goal listed | | |
|---|--|--|---|
| | SSSP | Student Equity | BSI |
| Improve college-level English and math completion in first year | -Multiple measures -Educational planning -Math pathway | -Extend the Classroom -Supplemental Instruction -ASTEP Umoja | -Extend the Classroom -Supplemental Instruction -Writing Center -Math Crunch |



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2. Describe one strategy or activity that your college has implemented that is resulting in significant gains in student completion or closing of achievement gaps. The CCCCO will use this information to assist in dissemination of effective practices to other colleges.

Increased efficiencies and decreased institutional barriers have been the result of a three-year implementation of multiple measures to place students where historically 80-84% of students placed into remedial coursework with very low success rates in the remedial sequence. This success occurs not only in student placement, but also in subsequent college-level coursework. Curriculum reform, redesigned accelerated remedial courses, innovative learning communities, and a seamless multiple measures approach for placing students in English and math courses have proven to be very successful in improving the numbers of college-ready students

Table: Bakersfield College Placement into College-Level Coursework

| | 13-14 | 14-15 | 15-16 |
|-----------------------|-------|-------|-------|
| College-level English | 29% | 31% | 54% |
| College-level Math | 3% | 12% | 34% |

Bakersfield College has formalized the use of multiple measures by fully adopting the Common Assessment MMAP Decision Rules for Placement in English and math.

FUTURE PLANS

- 3. Establish integrated student success goals to be completed/achieved by June 30, 2019, along with corresponding activities designed to achieve those goals. Goals must be outcomes-based, using system-wide outcomes metrics. For example:**
- Basic skills completion, including, but not limited to, (1) increasing the number of students successfully transitioning to college-level mathematics and English courses, and 2) reducing the time it takes students to successfully transition to college-level mathematics and English courses (3) increasing the number of students that successfully complete college-level mathematics and English within the first year of enrollment.
 - Closing achievement gaps for disproportionately impacted groups.
 - Improving success rates in degree attainment, certificate attainment, and transfer.
 - Improved identification of and support for students at-risk for academic or progress probation.
 - Deeper collaborations with high school districts, workforce agencies, or other community partners, particularly to increase students' college and job readiness
 - Improved noncredit student success for those with noncredit offerings (e.g., CDCP certificates awarded, course success, and noncredit-to-credit transition)

Select five integrated goals for the period covering this plan and complete the following table, showing how each goal connects across programs as well as the activities/steps you will implement to achieve each goal (Note: not all cells are required to be completed for each goal, but goals should cross at least two programs). Include at least one goal for each of three programs: Student Success and Support Program (core services), Student Equity, and Basic Skills.

Complete the table on the next page. Add rows as needed to list all five goals.



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| Goal | Activities in each program that serve the goal listed | | | Goal Area |
|---|--|---|---|---|
| | SSSP | Student Equity | BSI | |
| Increase completion of transfer-level English in first year | <ul style="list-style-type: none"> -Multiple Measures -Abbreviated and Comprehensive Ed Planning -Summer Bridge -Starfish Early Alert | <ul style="list-style-type: none"> -ASTEP Umoja Learning Community (English 53) | <ul style="list-style-type: none"> -Supplemental Instruction -Writing Center -AccuSQL reports to all Completion Communities -ETC -English as intrusive intervention | <ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion |
| Increase completion of transfer-level math in first year | <ul style="list-style-type: none"> -Multiple Measures -Educational planning -Summer Bridge -Starfish Early Alert | <ul style="list-style-type: none"> -Supplemental Instruction -Math Hub -ETC-Math -2 full-time math tutors -Rural Initiatives Distance Ed Project -Dual Enrollment, with focus in rural Kern | <ul style="list-style-type: none"> -Supplemental Instruction -Math Hub -Extend the Classroom for Math as intrusive intervention for identified students (lead measure) -Math Crunch -AccuSQL reports to all Completion Communities | <ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:_____ |
| Increase 15 pathway-applicable units attempt rate by the end of the first term | <ul style="list-style-type: none"> -Kern Promise -Summer Bridge -Completion Coaching -Starfish Early Alert -Priority registration for fully matriculated students | <ul style="list-style-type: none"> -Kern Promise -Umoja Orientation -Umoja ENG53 learning community -Rural Initiatives Distance Ed Project -Dual Enrollment, with focus in rural Kern -Rural Initiative Summer Bridges -Completion Coaching -Ed Advisor, African American Initiatives | <ul style="list-style-type: none"> -Course acceleration -Umoja ENG53 learning community Extend Kern Promise to students entering one level below transfer level math and English by fall 2019 | <ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion <input type="checkbox"/> Other:_____ |
| Increase 30 pathway-applicable units attempt rate by the end of the first year | <ul style="list-style-type: none"> -Kern Promise -Completion Coaching -Priority registration for fully matriculated students | <ul style="list-style-type: none"> -Kern Promise -Completion Coaching | <ul style="list-style-type: none"> -Extend Kern Promise to students entering one level below transfer level math and English -Course acceleration | <ul style="list-style-type: none"> <input type="checkbox"/> Access <input checked="" type="checkbox"/> Retention <input type="checkbox"/> Transfer <input checked="" type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion |
| Increase 60 pathway-applicable units attempt rate by end second year | <ul style="list-style-type: none"> -Kern Promise -Completion Coaching -Priority registration for fully matriculated students | <ul style="list-style-type: none"> -Kern Promise -48+ unit letter to DI populations | <ul style="list-style-type: none"> -Extend Kern Promise to students entering one level below transfer level math and English by fall 2019 | <ul style="list-style-type: none"> <input type="checkbox"/> Access <input type="checkbox"/> Retention <input checked="" type="checkbox"/> Transfer <input type="checkbox"/> ESL/Basic Skills Completion <input checked="" type="checkbox"/> Degree & Certificate Completion |



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4. How will your college accomplish integration of matriculation, instruction, and student support to accomplish your student success goals? Include how your college will ensure coordination across related programs. (500 words max)

With 80% of students being the first in their family to attend college, BC is redesigning institutional policies, practices, systems, and culture to make the college journey transparent. BC uses high-touch and high-tech strategies to guide students in achieving our five integrated goals:

1. Increase completion of transfer-level English in first year
2. Increase completion of transfer-level math in first year
3. Increase 15 pathway-applicable units attempt rate by end of first term
4. Increase 30 pathway-applicable units attempt rate by end of first year
5. Increase 60 pathway-applicable units attempt rate by end of second year

To accomplish its student success goals, BC is focused on the four pillars of the Guided Pathways System (GPS), reducing time and cost to completion:

| | Clarify the Path | Get on the Path | Stay on the Path | Ensure Learning |
|-------------------|---|---|--|--|
| High Touch | <ul style="list-style-type: none"> -Early high school engagement -Career Choices course in 9th grade -Dual enrollment -Clear educational planning -The Kern Promise -Associate Degrees for Transfer -Prep for college skills abilities | <ul style="list-style-type: none"> -Multiple measures -Outreach & School Relations -The right courses at the right time -Summer Bridge extended orientation -Math pathways for non-STEM, Business, and Education majors -Remedial course acceleration | <ul style="list-style-type: none"> -Retention and completion -Completion Coaching -Academic Support Services -Timely transfer -Employment in field of study | <ul style="list-style-type: none"> -Integrated co-curricular experiences -Reinforce learning in and out of class -Learning Communities -Student employment and internships -Energy Academy; industry partnerships |
| High Tech | <ul style="list-style-type: none"> -DegreeWorks -Starfish Degree Planner -CCCApply -Course Catalog -BC Website | <ul style="list-style-type: none"> -AccuPlacer -Common Assessment Initiative -Priority registration | <ul style="list-style-type: none"> -AccuSQL -Starfish Connect: Early Alert, flags -Cohort reports via Institutional Effectiveness | <ul style="list-style-type: none"> -JobSpeaker and Student Intern Portfolio -eLumen -Canvas -Renegade Scorecard |

Completion Coaching: To make 30,000 students become visible as individuals, BC created cohorts based on 10 meta-majors and 8 affinity groups. A Completion Coaching Community of discipline faculty, counselors, advisors, and staff coaches track and provide timely intervention to the cohort.

Integrated Academic Support: BC has substantially expanded academic support services utilizing multiple funds. BC successfully secured funding through the Basic Skills Transformation Grant while revisiting its allocation of equity dollars to strategically expand support services to students in critical gateway courses in their pathways. In October 2015, BC earned a \$2.6 million Title V grant. Using BSI, Title V, and Equity funds, BC developed an Extend the Classroom (ETC) for Math and English. Two full-time math tutors, funded by Student Equity, staff ETC.



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Data Literacy and Guided Use: In addition to designated Data Coaches assigned to each Completion Coaching Community who provide high-level data about student cohort attributes, BC tracks student attendance at support services using AccuSQL. BC's Academic Support Services team automates reports for each instructor every week containing detailed information regarding the students in each instructor's course that attended an academic support service the week prior. For weeks, 4, 8, and 12, each instructor receives a cumulative report for all students that have attended a support service at that point. Any Completion Coach can use this information to track, in nearly live time, how engaged students are in support services.

5. If your college has noncredit offerings, describe how you are including these offerings in moving students through to their goals, including post-secondary transitions and employment (250 words max) *N/A – No non-credit programs*

6. Describe your professional development plans. (100 words)

BC spent \$232,654 on professional development activities in 2016-2017 and has allocated approximately \$300,000 for 2017-18. In 2017-18, BC will host at least three campus-wide *Guided Pathways Institutes* per year with a target of 100 faculty, staff, and administrators each institute.

All new faculty hires are expected to participate as a mentor in at least one *Summer Bridge*. In summer 2017, the President invited all 55 new faculty hires to participate, and over 90 new and returning faculty and staff participated in this onboarding strategy. In summer 2018, BC intends to engage over 115 faculty and staff.

7. How and how often will you evaluate progress toward meeting your student success goals for both credit and noncredit students? You could analyze milestones, momentum points, leading indicators, or any other metric you find appropriate for your college. (100 words)

Each Completion Coaching Community has a designated and trained Data Coach who provides cohort reports from Banner with information about the students in that meta-major or affinity group. The Data Coach is responsible for analyzing cohort reports and determine if students are reaching the previously defined milestones as a liaison with the Office of Institutional Effectiveness (OIE). OIE trains all data coaches to use Cognos, and ODS reports to help their fellow coaches understand their students. Each Completion Coaching Community will meet monthly to evaluate data reports, as guided by trained data coaches assigned to each group.

8. For multi-college districts, how will you coordinate your efforts for SSSP, Student Equity, and BSI, with other colleges to achieve your student success goals? (100 words)

Cerro Coso Community College (CCCC), Porterville College, and Bakersfield College serve very different student populations across a vast service area. As such, the budget managers for SSSP, Equity, and BSI at all three colleges in the Kern Community College District have focused on coordination at the systems-level. The group has formalized the use of activity codes to categorize expenditures and streamline reporting. In spring 2017, CCCC and BC jointly submitted and secured a \$1.5M College Promise Innovation grant detailing the integration of our student success work to make a joint Kern Promise.

9. Using the document "BSI SE SSSP Integrated Budget Plan 2017-2018" and your 2017-2018 annual allocation amounts, provide a budget plan specifying how you will utilize your BSI, SE, and SSSP funds to help achieve your student success goals.



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| Integrated Personnel and Resource Management | PILLARS | | | |
|---|----------------|----------|----------|----------|
| | 1 | 2 | 3 | 4 |
| <p><i>Instructional Support & Academic Support Services</i></p> <ul style="list-style-type: none"> ● Director, Academic Support Services ● Program Manager, Academic Support Services ● Program Manager, Basic Skills Initiative ● Writing Center Coordinator ● 2 Math Tutors ● 10 Writing Center Professional Experts ● Faculty Lead, Umoja ● 200 Student Tutors and Supplemental Instructors | | | X | X |
| <p><i>Assessment and A&R</i></p> <ul style="list-style-type: none"> ● Program Coordinator, Assessment ● Program Manager, Admissions & Records** ● 2 Assessment Assistants ● 2 A&R Tech II | X | X | | |
| <p><i>Counseling and Advising</i></p> <ul style="list-style-type: none"> ● Director, Transfer** ● Program Manager, Probation/Early Alert ● 7 Ed Advisors ● 7 Counselors ● Department Assistant II, Probation ● Department Assistant II, Cohorts | X | X | | |
| <p><i>Outreach & Access</i></p> <ul style="list-style-type: none"> ● Director, Outreach & School Relations ● Faculty Lead, Veterans Center ● Program Manager, Outreach & School Relations ● Program Manager, Rural Initiatives ● Program Manager, Access** ● 4 Educational Advisors ● Professional Expert, EquityTV ● Graphic Designer ● Department Assistant III, Outreach ● 10 Student Ambassadors | X | X | | |
| <p><i>Research, Technical, and Budget Support</i></p> <ul style="list-style-type: none"> ● Director, Student Success & Equity ● Program Manager, Equity ● Program Manager, SSSP ● Program Manager, Professional Development ● Budget Analyst ● Department Assistant III, Equity ● Department Assistant III, SSSP ● IT Systems Support Specialist ● Institutional Researcher ● 3 Institutional Research Analysts ● 3 Web Content Editors | X | X | X | X |



2017-19 Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program

10. Each college must create an executive summary that includes, at a minimum, the Student Equity goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2014-15, 2015-16, and 2016-17 was expended and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college’s executive summary below:

All planning documents, executive summaries, Student Equity goals, and archives of past budgets, reports, and plans can be found here: <https://www.bakersfieldcollege.edu/sse/plans>

11. What support from the Chancellor’s Office (e.g., webinars, workshops, site visits, etc.) and on what topics (e.g., budget, goal setting, expenditures, data visualization, etc.) would help you to accomplish your goals for student success and the closing of achievement gaps?

In order to develop an integrated budget that is trackable across all three funding sources, the college must have an integrated reporting template prior to budget development. Without the reporting guidelines, the college is unable to create effective and accurate tracking mechanisms, such as activity codes that align with the integrated goals. Instead, all three funds (SSSP, Equity, and BSI) will continue to track expenditures based on prior years’ reporting templates.

12. Identify one individual to serve as the point of contact for your college (with an alternate) for the Integrated Plan and provide the following information for that person:

Point of Contact:

Name Lesley Bonds
Title Director, Student Success & Equity
Email Address Lesley.bonds@bakersfieldcollege.edu
Phone 661-395-4707

Alternate Point of Contact:

Name Maria Wright
Title Director, Academic Support Services
Email Address maria.wright2@bakersfieldcollege.edu
Phone 661-395-4607

