

CALIFORNIA COMMUNITY COLLEGES GUIDED PATHWAYS
Action Plan, Timeline, and Allocation Summary
Bakersfield College: Spring 2018-Summer 2019

PRIORITY FOCUS 1: INCLUSIVE DECISION MAKING STRUCTURES

Element: Inquiry | College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross- functional work- teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Goal #1: Institutionalize the cross-functional Guided Pathways Implementation Team in the feedback loop and decision making structure for all institutional projects

Leads: Lesley Bonds, Director of Student Success & Equity; Grace Commiso, Dean of Counseling; Jennifer Johnson, Department Chair of Nursing

Action 1a: Hold bi-weekly meetings for implementation team members; require a designee to attend in place of member if unable to be present

Action 1b: Create an institutional projects document that builds the GP Implementation team into the campus constituency engagement mapping

Action 1c: Ensure all GP Implementation Team members provide bi-weekly reports to the shared governance body they represent as a member (i.e. Academic Senate, College Council, Faculty Chairs and Directors Council, Curriculum Committee, etc.)

Goal #2: Establish a communication task force to focus on campus-wide guided pathways messaging focused on the core GP momentum points

Leads: Andrea Thorson, Dean of Instruction; Grace Commiso, Dean of Counseling

Action 2a: Hold bi-weekly communication task force meetings; invite faculty leads of each Learning & Career Pathway to take leadership of messaging by pathway

Action 2b: Develop a web template for each Learning & Career Pathway to ensure accurate and timely information for students

Action 2c: Engage Completion Coaching Communities in dissemination of key messaging on a weekly basis through Starfish CONNECT; automate when possible

Goal #3: Restructure the campus-wide planning document “Strategic Directions 2018-2021” document to align with the four pillars of guided pathways.

Leads: Todd Coston, Director of IT, Grace Commiso, Dean of Counseling, and Jessica Wojtysiak, Faculty in Academic Development

Action 3a: Hold campus-wide Strategic Directions forums to solicit initiative input from faculty, staff, and administrators

Action 3b: Map all initiatives to the appropriate guided pathways pillar, where applicable. Particular focus on Strategic Direction #1: Student Learning, and Strategic Direction #2: Student Progression & Completion

Action 3c: Ensure the Guided Pathways Implementation Team participates in the bi-annual Strategic Directions report review and feedback process to institutionalize the cross-functional team's role in providing oversight and direction

Timeframe: choose one of the following

- Summer 2018-Summer 2019
- Spring 2018-Summer 2019
- Fall 2019-Summer 2010
- Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- Guided Pathways Implementation Team structure; currently in phase 2
- Communication Task Force structure; currently in year 1
- Assessment Committee and Strategic Directions Task Force
- Guided Pathways Faculty Leaders for spring 2018 compensated to partner with admin leads
- Program Review Committee; ensuring resource requests are tied to GP framework
- Closing the Loop document as evidence of cross-functional decision making
- Completion Coaching Communities as cross-functional work teams by Learning & Career Pathway (meta-majors)
- Current formalized committee structure of every participatory governance committee includes faculty, staff, administration, and student representatives

Outcomes: Indicate what success will look like as a result of these efforts.

Goal #1 Outcomes:

- Engage 120+ faculty, staff, and administrators at each Guided Pathways Institute in May, August, and January
- Elevate the GP Implementation Team as leaders and resources in campus-wide guided pathways work by ensuring a defined role in reviewing, providing feedback, and approving institutional documents, such as Integrated Planning, Strategic Directions, Innovation Award, etc.

Goal #2 Outcomes:

- Timely communication to all students based on GP momentum points will be automated in Starfish CONNECT to remove manual process
- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students successfully completing English & math

Goal #3 Outcomes:

- All bi-annual strategic directions report will be mapped to the aligning Guided Pathways pillar and appropriate GP momentum point
- The GP Implementation Team will aggregate strategic directions progress data by GP pillars into a single report to disseminate campus-wide for an ongoing institutional review of guided pathways implementation progress

PRIORITY FOCUS 2: INTERSEGMENTAL ALIGNMENT

Element: Design | (Clarify the Path) College engages in systematic coordination with K- 12, four-year institutions and industry partners to inform program requirements.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Goal #1: Improve systematic coordination with four-year transfer partners to develop maps from BC to the CSU; publish all maps in the Pathways Program Mapper

Leads: Director of Transfer Pathways; Grace Commiso, Dean of Counseling; Marisa Marquez, Transfer Counselor; Transfer Task Force

Action 1a: Implement a Transfer Task Force focused on work with major transfer partner, CSU Bakersfield, to identify areas of concern in transferability

Action 1b: Develop MOU with transfer partner, CSU Bakersfield, to establish agreement for faculty at the two institutions to develop transfer map templates

Action 1c: Hold joint BC-CSUB faculty meetings to develop four-year maps that will be made accessible in the Pathways Program Mapper and utilized in high school outreach work each spring

Action 1d: Develop a joint application for high school students with guaranteed acceptance to CSU Bakersfield upon completion of an associate's degree at BC

Action 1e: Expand the Pathways Program Mapper to house an extended 4-year map to CSU Bakersfield

Goal #2: Improve systematic coordination with K-12 partners to expand and refine dual enrollment offerings in all feeder high schools; implement academic support in high schools

Leads: Associate Vice Chancellor, Corny Rodriguez, Dean of Instruction – Dual Enrollment, Anna Laven, Dual Enrollment Program Manager; Grace Commiso, Dean of Counseling; Steven Watkin, Director of Outreach & School Relations; Maria Wright, Director of Academic Support Services; Bill Moseley, Dean of Instructional Technology

Action 2a: Improve coordination and communication with high school partners by improving/increasing data sharing between the entities, providing professional development opportunities, and developing a joint prepared career and educational pathway material that clarify the educational path for students.

Action 2b: Expand dual enrollment to ensure all students in the Kern High School District and other surrounding area high schools have access to enroll in 6 transferable units in their junior and senior year by leveraging technology solutions which address scheduling and minimum qualifications issues via the RIDE Project

Action 2c: Improve online academic support services in the high schools by implementing the Online Education Initiative

Action 2d: Expand dual enrollment to provide all high school students an opportunity to participate in a career exploration course and earn college credit

Goal #3: Establish a systematic process through which Bakersfield College students may gain co-curricular experience aligned with programmatic learning outcomes

Leads: Tony Cordova, Program Director of CTE; Stephanie Baltazar, Program Manager of Student Employment, Grace Commiso, Dean of Counseling; Maria Wright, Director of Academic Support Services

Action 3a: Install JobSpeaker software; upload all internal and external job postings and conduct training on accessing and utilizing the system to expand “earn and learn” potential at the college

Action 3b: Hire AmeriCorps interns to support career exploration and application of learning outcomes in coordination with each Learning & Career Pathway

Action 3c: Ensure ongoing coordination with industry advisory boards to stay current with industry demand in Kern County

Goal #4: Improve systematic coordination with the Central Regional Consortium (CRC) partners utilizing Strong Workforce Projects

Leads: Tony Cordova, Program Director of CTE; Stephanie Baltazar, Program Manager of Student Employment; Anna Laven, Program Manager of Dual Enrollment

Action 4a: Expand the utilization of JobSpeaker software; upload all internal and external skill assessment testing, certificates, accomplishments, etc. directly related to the student’s profile

Action 4b: Collaborate with CRC Chair to ensure complete engagement is performed on a quarterly basis

Timeframe: choose one of the following

- Summer 2018-Summer 2019
- Spring 2018-Summer 2019
- Fall 2019-Summer 2010
- Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- ***K-12 Alignment***

- Multiple measures of assessment, AB705
- Dual enrollment
- Cal-SOAP
- Pathways Program Mapper
- **Four year Alignment**
 - The Kern Promise Transfer agreement with Kern High School District and CSU Bakersfield
 - Transfer Task Force
 - Director of Transfer Pathways (new hire)
 - Concentric Sky Contract to develop the Pathways Program Mapper
- **Industry Alignment**
 - Strong Workforce Program
 - AmeriCorps student intern program (via grant in Academic Support Services)
 - Industry advisory boards aligned with programs of student
 - Reorganized student employment to align with instruction
 - Invested in Job Speaker software for student access to on- and off-campus employment and internships
 - Hired Program Manager to oversee employment efforts
 - Continuous Improvement and utilization of services with JobSpeaker

Outcomes: Indicate what success will look like as a result of these efforts.

Goal #1 Outcomes

- 100% of programs will be fully mapped and made accessible through the Guided Pathways Program Mapper tool under development by Concentric Sky
- By 2020, all Kern High School District student may submit a single application to Bakersfield College and CSU Bakersfield with guaranteed transfer upon completion of a qualifying program of study (The Kern Promise)

Goal #2 Outcomes

- Graduating seniors from the Kern High School District will have had the opportunity to enroll in 15 total transferable college units during their junior and senior years
- Reduce excess unit attainment to fewer than 79 college-level units per the Vision for Success
- Reduce time to transfer while improving transfer numbers and rates per the Vision for Success
- Reduce time to completion while improving number of completion of certificates or associates degrees that prepare students for in-demand jobs
- Increase number of credential or certificates

Goal #3 Outcomes

- Bakersfield College will increase on-campus student employment opportunities by 50%
- All qualifying first-time students will be encouraged to apply for an on-campus job for up to 19 hours per week; student employment opportunities include as focus in Summer Bridge
- eLumen software will include student affairs, academic support, and student employment learning outcomes to improve assessment and reporting capability

Goal #4 Outcomes

- Improve student attainment of industry standard certificates, training, and recognition
- Improve Vision for Success metric of CTE student employment in field of study
- Improve regional achievement, reduce unemployment regionally

Anticipated change in scale of adoption during time frame: Full Scale

PRIORITY FOCUS 3: INTEGRATED TECHNOLOGY INFRASTRUCTURE

Element: Implementation | (Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Goal #1: Launch Starfish CONNECT and Starfish Analytics campus-wide by fall 2018

Leads: Zav Dadabhoy, Vice President of Student Affairs; Craig Hayward, Dean of Institutional Effectiveness; Grace Commiso, Dean of Counseling; Maria Wright, Director of Academic Support Services, Michelle Pena, Director of Enrollment Services; Andrea Thorson, Dean of Instruction

Action 1a: Pilot test all flags, filters, and cohort accuracy in spring 2018 with specific focus on The Kern Promise and Academic Development B72 courses to identify issues and solutions

Action 1b: Create handbooks and tutorials for faculty and staff training purposes; publish the resources and use them in professional development summer institute in May 2018

Action 1c: Create report in collaboration with Hobson's to identify students who are close or have already completed but have not filed for graduated to grant certificates and degrees

Goal #2: Improve efficiency and accuracy in the application of multiple measures through the establishment of a data sharing point in Banner; coordinate with CCCC Project Glue

Leads: Craig Hayward, Dean of Institutional Effectiveness, Grace Commiso, Dean of Counseling, Michelle Pena, Director of Enrollment Services

Action 2a: Coordinate with district office to implement Banner 9 cloud-based ERP to facilitate data sharing

Action 2b: Convene cross-functional AB705 task force to ensure effective campus implementation of the legislative mandate

Action 2c: Invest in professional development for faculty and administrators on effective academic support in transfer-level English and math

Goal #3: Increase availability, accuracy, and timeliness of data to support decisions, proposals, evaluations, and success interventions through the development of a fully-functional, in-house data warehouse

Leads: Craig Hayward, Dean of Institutional Effectiveness; Gary Moser, Vice Chancellor, Information Technology; Michelle Pena, Director of Enrollment Services;

Action 3a: Contract with Cal-PASS Plus; establish an MOU for data sharing; allocate approximately \$250,000 for one-time development costs

Action 3b: Hire a Database Analyst (DBA) to provide ongoing support and integration with campus ERB and other platforms (\$135,000 annually)

Timeframe: choose one of the following

- X Summer 2018-Summer 2019
- ___ Spring 2018-Summer 2019
- ___ Fall 2019-Summer 2010
- ___ Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- Starfish Degree Planner
- Starfish CONNECT
- Starfish Analytics
- Pathways Program Mapper (under development)
- Banner 9 – Cloud
- eLumen

Outcomes: Indicate what success will look like as a result of these efforts.

Goal #1 Outcomes:

- Improve efficiency in delivery and effectiveness of the BC Guided Pathways Communication Plan based on common, timely messages related to the momentum points
- All completion coaches will actively use Starfish to deliver pathway-specific nudges
- Reduce excess unit attainment to fewer than 79 college-level units per the Vision for Success through improved clarity in educational planning
 - Increase abbreviated SEP for FTIC students by 41% to 71% in 3 years
 - Increase both abbreviated and comprehensive SEP for FTIC students from 27% to 50% in 3 years
- Improve participation rates in Academic Support Services from 20.8% to 40% in 3 years
- Increase completion of certificates and degrees

Goal #2 Outcomes:

- Increase student placement in transfer level math and English
- Implement AB 705 mandate for all incoming students by fall 2019

- Identify and implement an effective academic support model for students in transfer-level English and math

Goal #3 Outcomes:

- Elevate campus-wide engagement in data-informed planning and innovation
- Increase high-level data analysis capacity in Office of Institutional Effectiveness as a result of reduced research requests for common metric data
- Improve certificate/degree attainment and reduce excess unit attainment as a result of improved enrollment management and ability to meet in-time student demand for courses in their pathways
- Keep historical records (data snapshots)
- Provide a consistent version of the truth
- Integrate data from Banner, ODS, Cal-Pass Plus, CCCApply, Multiple Measures Integration Platform, MIS files, ACCUPLACER, Starfish, KUSD and local partners, survey data (CCSSE, CTEOS), National Student Clearinghouse, Program Mapper, eLumen)
- Create greater stability and reliability of access to data; less downtime for research staff
- Improved data quality
- Well-organized database with clear documentation regarding data elements and relationships
- Greater ability for college researchers to develop an array of data sets for research and evaluation purposes, including custom cohorts, with no IT involvement required
- Reduced stress on the production environment
- Optimized database for read access and sequential disk scans
- Ability to feed data to a variety of visualization platforms (i.e. PowerBI, Tableau)

Anticipated change in scale of adoption during time frame: Full Scale

CAGP Implementation Timeline

Please complete the following GANTT chart to **indicate the timeframe during which you would anticipate incorporating each of the 14 key elements** included in the CCC GP Self-Assessment **into your plan**. Use the PAINT function by selecting the appropriate cells and then click on the Paint dropdown menu to select a color to fill in the cells. Please use **blue** for Inquiry, **green** for Design, and **orange** for Implementation elements.

Key Elements	Spring 2018-Summer 2019	Fall 2019-Summer 2020	Fall 2020-Summer 2021	Fall 2021-Summer 2022
EXAMPLE 1. Cross-functional inquiry				
EXAMPLE 5. Intersegmental alignment				
EXAMPLE 14. Applied learning opportunities				
Inquiry (1-3)				
1. Cross-functional inquiry				
2. Shared metrics				
3. Integrated planning				
Design (4-8)				
4. Inclusive decision-making				
5. Intersegmental alignment				
6. Guided major and career exploration opportunities				
7. Improved basic skills				
8. Clear program requirements				
Implementation (9-14)				
9. Proactive and integrated student supports				
10. Integrated technology infrastructure				
11. Strategic professional development				
12. Aligned learning outcomes				
13. Assessing and documenting learning opportunities				
14. Applied learning opportunities				

Please estimate the anticipated percentage of the CCC GP allocation to be used for the various activities and expenses. The amounts will pre-populate automatically from the percentages you indicate based on your college's overall allocation for this time period.

Sample Categories	\$ (Prefilled from allocation formula)			
	Dropdown menu with timeframe choices: Summer 2018-Summer 2019, Fall 2019-Summer 2020, Fall 2020-Summer 2021, and Fall 2021-Summer 2022.			
	Anticipated %	Anticipated amount (auto populate based on % noted)	Actual %	Actual amount
Personnel or Release Time				
	50%			
Professional Development				
	20%			
Software				
	20%			
Other				
	10%			
TOTAL	100%			

Briefly describe the college's efforts on the following issue: The inclusion of high school grades into the assessment/placement process

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 students placed into college/transfer-level English and math at Bakersfield College.

BC's previous policy change to use Multiple Measure over the past three years resulted in placement into the college-level English course increasing from 29% to 54% and college-level math from 3% to 34%. The success rate 3-year English completion went up from 69% to 77% and 59.9% to 68.8% for math; Bakersfield College has seen the largest gains in all categories among African American and Hispanic students.