

Metric	Current Baseline Data for Overall Student Population	Goal for Overall Student Population	Activity Themes	Activities that Support the Goal
Access: Successful Enrollment	2017-18 46% enrolled in same community college (num: 22,017; denom: 47,862)	50% enrolled at Bakersfield College; an increase of 4% over 3 years or 2% annually (23,931 students, an increase of 1,914 students in 3 years or 638 students annually)	1. Dual Enrollment & Early College 2. Outreach + Cal-SOAP work 3. Rural Initiatives	-Outreach & School Relations Work -Dual Enrollment & Early College -Community Partnerships: non-profits, faith-based organizations -Annual high school counselor conference -Cal-SOAP program -Summer Bridge -Rural Initiatives
Retention: Fall to Spring	2017-18 71% retained from fall to spring at same college (num: 14,938; denom: 21,040)	75% retained from fall to spring at BC (15,780 students; an increase of 842 students in 3 years or 281 students annually)	1. Completion Coaching Communities 2. Financial & SOC Supports: AB19 3. High-Tech Tools: Starfish	-Completion Coaching Communities -Students of Concern and Student Life supports: Renegade Pantry, emergency housing, daily bread -Financial Supports: AB19, AB540, Finish in 4, etc. -Pathway clarity: Program Mapper, Kern Promise: Finish in 4 pathways -Mentoring Programs: African American Initiatives, Foster Youth, Dreamers -Student Employment -High tech tools: Starfish
Completion of Transfer-Level math and English	2017-18 4% completed both transfer level math and English (num: 220, denom: 5,500)	7% completion of both transfer level math and English (ISS) (385 students, an increase of 165 students in 3 years or 55 students annually) 15% ISS aspirational goal (825 students, and increase of 605 students in 3 years or 202 students annually)	1. Placement Practices 2. Academic Supports 3. Enrollment Management	-Completion Coaching Communities -Placement Practices: all into transfer-level coursework -Co-requisite math and English supports -Academic Support Services: Tutoring, Writing Center, Supplemental Instruction, Math Hub -Pathway clarity: Program Mapper; Kern Promise: Finish in 4 pathways -Enrollment Management to address bottlenecks -Opening non-STEM math pathways with Psych B5 -Development of local math requirement course Tech Math B52 for non-transfer intent students
Earned VfS Completion Goal	2017-18 1,589 attained vision goal completion definition	20% increase in VfS Completion Goal 2,145 completers; an increase of 556 students in 3 years or 185 students annually	1. Guided Pathways Momentum Points 2. Completion Coaching Communities 3. Enrollment Management	-Completion Coaching Communities -Guided Pathways Momentum Points -Guided Pathways communication via Starfish -Placement Practices: all into transfer-level coursework -Co-requisite math and English supports -Academic Support Services: Tutoring, Writing Center, Supplemental Instruction, Math Hub -Pathway clarity: Program Mapper; Kern Promise: Finish in 4 pathways -Enrollment Management to address bottlenecks -Opening non-STEM math pathways with Psych B5 -Development of local math requirement course Tech Math B52 for non-transfer intent students -Industry advisory boards
Transfer to a Four-Year Institution	2017-18 Transfer count is 1,293	35% increase in VfS Transfer Goal Increase the number of transfers to 1,746 in 3 years or 582 students annually	1. Finish in 4 Transfer Pathways 2. Enrollment Management 3. BC Southwest	-Completion Coaching Communities -Kern Promise: Finish in 4 pathways -Default transfer-pathways delivered in high school outreach -Placement Practices: all into transfer-level coursework -Pathway clarity: Program Mapper; Kern Promise: Finish in 4 pathways -Enrollment Management to address bottlenecks -Opening non-STEM math pathways with Psych B5 -CSUB Transfer Counselors with on-site hours -BC SouthWest Campus -Transfer activities: workshops, transfer-days, transfer fair





		<b>Foster Youth - Women</b>	<p><b>Women: 0%</b> Num: 0; Denom: 24 Students Lost: 1</p>	4.1% completion of transfer-level math and English; an increase of 1 Foster Youth woman		<ul style="list-style-type: none"> <li>-Foster Youth Completion Coaching Community - Affinity Group</li> <li>-Placement Practices</li> <li>-Co-requisite support in English and math</li> <li>-EOPS, CARE, CalWORKs, NextUp, and AB540 support services for foster youth students on intrusive counseling, priority registration, Math &amp; English tutoring referrals, comprehensive student educational planning, faculty progress reports</li> </ul>	
	<b>BC Local Priority Population</b>	<b>Hispanic/Latinx</b>	<p><b>Women: 3.2%</b> Num: 50; Denom: 1566 Students Lost: 29</p> <p><b>Men: 2.5%</b> Num: 34; Denom: 1352 Students Lost: 36</p> <p><b>2017-18</b> -4% completed transfer-level math and English in 1st year -70% overall course success rate</p>	<p><b>Overall Hispanic/Latinx: 5%</b> completion of transfer level math and English</p> <p>an increase of 29 Latina women an increase of 36 Latino men</p>		<ul style="list-style-type: none"> <li>- EOPS, CARE, CalWORKs, NextUp, and AB540/Undocumented support services for Hispanic/Latinx students on intrusive counseling, priority registration, Math &amp; English tutoring referrals, comprehensive student educational planning, faculty progress reports</li> <li>-Catalyst Immigrants Rising Grant support services</li> <li>-Dreamers Completion Coaching Community</li> <li>-Psych B5 pathway for non-STEM students</li> <li>-Co-requisite support in English and math</li> <li>-MESA program + tutoring</li> </ul>	
<b>Attained Vfs Completion Goal</b>	<b>Asian (Men)</b>	<b>African American - Men</b> <b>African American - Women</b>	<p><b>Women: 3%</b> Num: 34; Denom: 1,112 Students Lost: 34</p>	<p><b>20% increase in Vfs completion</b></p> <p><b>Women:</b> 3.6% completion; an increase of 6 Black women</p> <p><b>Men:</b> 1.8% completion; an increase of 4 Black men</p> <p><b>*To close DI gap</b></p> <p><b>Women:</b> 6.1% completion; an increase of 34 Black women</p> <p><b>Men:</b> 3.2% completion; an increase of 19 Black men</p>	<b>1. Early College &amp; Dual Enrollment</b>	<ul style="list-style-type: none"> <li>-African American Initiatives</li> <li>-African American Completion Coaching Community - Affinity Group</li> <li>-Dedicated Math Tutoring via Math Hub</li> <li>-Placement practices: all students into transfer-level</li> <li>-Co-requisite supports</li> <li>-African American Mentoring Program</li> <li>-Umoja Program - English B1A</li> <li>-Umoja - Psych B5 development</li> <li>-Psych B5 for non-STEM students</li> <li>-Tech Math for non-transfer intent students</li> <li>-Math B4 for Education students</li> <li>-Reduce the number/percent of African American/Black students on probation. As of spring 2019, 20.3% of all Black students enrolled were on probation (n=272)</li> <li>-Increase number of ADT degrees among Black students from 15 in 2016-17 to 20 in 2021-22, an increase of 33%</li> </ul>	
	<b>African American (Women and Men)</b>		<p><b>Men: 1.5%</b> Num: 16; Denom: 1,096 Students Lost: 19</p>				
	<b>Foster Youth (Men)</b>	<p><b>2017-18: 2.3%</b> -Num: 50; Denom: 2,208 -50 AA students attained Vfs goal</p>					
	<b>LGBT (Women and Men)</b>						
<b>Native Hawaiian or Pacific Islander (Women and Men)</b>	<b>Foster Youth - Women</b> <b>Foster Youth - Men</b>	<p><b>Women: 3%</b> Num: 10; Denom: 331 Students Lost: 2</p>	<p>20% increase in Vfs completion</p> <p><b>Women:</b> 3.6% completion; an increase of 2 Foster Youth women</p> <p><b>Men:</b> 4.8% completion; an increase of 2 Foster Youth men</p>	<b>2. Completion Coaching Communities</b>	<ul style="list-style-type: none"> <li>-Foster Youth Completion Coaching Community - Affinity Group</li> <li>-Placement Practices</li> <li>-Co-requisite support in English and math</li> <li>-Psych B5 for non-STEM students</li> <li>-Tech Math for non-transfer intent students</li> <li>-Math B4 for Education students</li> <li>-Increase number of associate degree completions among foster youth from 9 in 2016-17 to 11 in 2021-22, an increase of 22%</li> </ul>		
<b>Not Economically Disadvantaged (Men)</b>		<p><b>Men: 3.6%</b> Num: 6; Denom: 165 Students Lost: 2</p>					
<b>Not First Generation (Men)</b>	<b>LGBT - Women</b> <b>LGBT - Men</b>	<p><b>Overall: 3.2%</b> -Num: 16; denom: 496</p>	<p>20% increase in Vfs Completion</p> <p><b>Women:</b> 4% completion; an increase of 6 LGBT women</p> <p><b>Men:</b> 1.4% completion; an increase of 1 LGBT man</p>			<b>3. Curriculum &amp; Enrollment Management</b>	<ul style="list-style-type: none"> <li>-LGBT Focus Groups</li> <li>-Placement Practices</li> <li>-Co-requisite support in English and math</li> <li>-Psych B5 for non-STEM students</li> <li>-Tech Math for non-transfer intent students</li> <li>-Math B4 for Education students</li> <li>-Rainbow Week Events</li> <li>-Study Hall Sessions</li> <li>-Increase number of associate degrees among LGBT students from 1 in 2016-17 to 4 in 2021-22, an increase of 400%</li> <li>-Increase number of ADT degrees among LGBT students from 1 in 2016-17 to 4 in 2021-22, an increase of 400%</li> </ul>
<b>Some other race (Women and Men)</b>		<p><b>Women: 1%</b> Num: 2; Denom: 200 Students Lost: 6</p>					



	<b>BC Local Priority Population</b>	<b>Hispanic/Latinx</b>	<b>Women:</b> Num: 391; Denom: 9351 Students Lost: 79  <b>Men:</b> Num: 218; Denom: 7209 Students Lost: 44  <b>2017-18</b> -1005 Attained the Vfs goal	20% increase in Vfs Completion  <b>Women:</b> 5% completion; an increase of 79 Latina women  <b>Men:</b> 3.6% completion; an increase of 44 Latino men		-Placement Practices -Co-requisite support in English and math -Psych B5 for non-STEM students -Tech Math for non-transfer intent students -Math B4 for Education students -Dreamer Completion Coaching Community -Reduce the number/percent of Latinx students on probation. As of spring 2019, 14.5% of all Latinx students enrolled were on probation (n=3,023)
Transfer to a 4-Year institution	<b>American Indian/ Alaska Native</b> (Women)  <b>Disabled</b> (Women and Men)	<b>Hispanic/Latinx - Men</b>	<b>Men: 4.9%</b> Num: 280; Denom: 5,679 Students Lost: 98	35% Increase in Transfer  <b>Men:</b> 6.7% transfer; an increase of 98 Latino men	<b>1. Finish in 4 Transfer Pathways</b>  <b>2. Enrollment Management</b>  <b>3. BC Southwest</b>	-Kern Promise: Finish-in-4 transfer pathways -Program Pathways Mapper -Enrollment management to address bottlenecks in key transfer courses -Momentum point focus for completion coaching communities -Psych B5 for non-STEM students -Math B4 for Education students -EOPS, CARE, CalWORKs, NextUp, AB540/Undocumented transfer counseling and support, maintenance of CSEPs
	<b>Foster Youth</b> (Men)  <b>Hispanic/Latinx</b> (Men)  <b>LGBT</b> (Women and Men)  <b>Native Hawaiian or Pacific Islander</b> (Women)	<b>Disabled - Men</b> <b>Disabled - Women</b>	<b>Women: 4.8%</b> Num: 29; Denom: 604 Students Lost: 10  <b>Men: 3.7%</b> Num: 17; Denom: 456 Students Lost: 6	35% increase in Transfer  <b>Women:</b> 6.5% transfer; an increase of 10 women with disabilities  <b>Men:</b> 5% transfer; an increase of 6 men with disabilities		-DPS Counseling Services -Testing Accommodations -Accessible Program Pathways Mapper -Finish-in-4 transfer pathways -Psych B5 for non-STEM students -Math B4 for Education students -EOPS, CARE, CalWORKs, NextUp, AB540/Undocumented transfer counseling and support, maintenance of CSEPs -Placement Practices: students with disabilities have a higher throughput rate when placed directly into transfer-level English and math, despite GPA. AB705 default placement will launch for fall 2019 placement.
	<b>Some other race</b> (Women and Men)	<b>Foster Youth - Men</b>	<b>Men: 4%</b> Num: 4; Denom: 101 Students Lost: 2	35% increase in Transfer  <b>Men:</b> 5.9% transfer; an increase of 2 Foster Youth men		-Foster Youth Completion Coaching Community -Youth Empowering Success (YES) events -CAFYES grant -NextUp & general foster youth transfer counseling and support, maintenance of CSEPs through EOPS Programs -Program Pathways Mapper -Finish-in-4 transfer pathways

Activity	Brief Description	Related Metrics
<b>Dual Enrollment &amp; Early College</b>	<p>Development of pathways to certificates and degrees beginning in the 9th grade at feeder high schools with a particular focus on rural communities and high school sites with large numbers and percentages of minoritized student populations.</p> <p>Equity-mined goals include:</p> <ul style="list-style-type: none"> <li>-Increase the number and percentage of Black students who participate in Dual Enrollment and Early College</li> <li>-Increase the number and percentage of Black students entering Bakersfield College with at least 12 college-level units</li> <li>-Decrease excess unit accumulation for all students at time of completion</li> </ul> <p>Strategy to reach high school and community partners to deliver information about BC programs and services, including delivery of matriculation, advising, financial aid, and registration support.</p>	<ul style="list-style-type: none"> <li>-Enrolled in the Same Community College</li> <li>-Attained the Vision Goal Completion Definition</li> </ul>
<b>Outreach &amp; Cal-SOAP Work</b>	<p>Equity-minded goals include:</p> <ul style="list-style-type: none"> <li>-Summer Bridge (including targeted Bridges for specific populations such as Umoja, Veterans, previously incarcerated, Foster Youth, etc.)</li> <li>-High School Outreach, including Umoja-specific Outreach &amp; Recruitment</li> <li>-Church and Faith-Based Organization - Outreach &amp; Recruitment</li> <li>-Annual Black Pastors' Breakfast Meeting</li> <li>-Foster and Kinship Care Education Program Trainings</li> <li>-Youth Empowering Success (YES) Conference</li> <li>-YES student organization outreach focused matriculation steps and financial aid support by NextUp</li> <li>-Community Foster Organization Partnerships &amp; Referrals (Dream Center, Kern Bridges, Department of Human Services Independent Living Program, Probation Dept, Kern County Behavioral Health &amp; Recovery Services - TAY Team, Aspiranet, KCSOS Foster Youth Services, Transitional Housing Placement Providers, Community Connection...)</li> <li>-Community Foster Organization Awareness &amp; Recruitment Events (NextUp hosting at BC)</li> <li>-Develop Outreach partnerships with the Bakersfield Center for Sexuality &amp; Gender Diversity, PFLAG</li> <li>-Expand promotional material and off-campus outreach strategy in partnership with the Sexuality &amp; Gender Acceptance (SAGA) Club at high schools and in community</li> <li>-Direct outreach to High School GSA Clubs</li> </ul>	<ul style="list-style-type: none"> <li>-Enrolled in the Same Community College</li> </ul>
<b>Rural Initiatives</b>	<p>Delivery of programs and services to surrounding rural communities with a focus on minoritized populations. Sites include Arvin, Delano, Wasco, Shafter, and Wasco. Specific programs include Early College - Rural and Adult Education.</p> <p>Equity-Minded Goals include:</p> <p>Cohorting of students by Learning and Career Pathway meta-major and Affinity Group. Cross-functional team of faculty and staff meet bi-weekly to case manage students, provide intrusive support and communication. Team is supported by a trained Data Coach.</p>	<ul style="list-style-type: none"> <li>-Enrolled in the Same Community College</li> </ul>
<b>Completion Coaching Communities</b>	<p>Equity-minded Activities include:</p> <ul style="list-style-type: none"> <li>-Affinity Completion Coaching Communities: African American, Foster Youth, LGBT</li> <li>-African American Initiatives Affinity Group: African American Mentoring Program, Umoja Learning Community</li> <li>-LGBTQIA Affinity Group: Lavendar Initiatives, professional development workshops, student workshops, Rainbow week events</li> <li>-Foster Youth Affinity Group: CAFYES grant, NextUp Program, Foster and Kinship Care Education Program Trainings</li> <li>-Undocumented/Dreamer Completion Community</li> <li>-Improve Completion Community integration and engagement with Student Organizations: Sexuality &amp; Gender Awareness (SAGA), Latinos Unidos Por Educacion (LUPE), African American Student Union (AASU), National Society of Black Engineers, Movimiento Estudiantil Chicanx de Aztlan (MECHA), Disabilities Inspire and Support Change Club, Umoja Community Club, Youth Empowering Success (YES), Hispanic Organization Promoting Engineering and Science, Latinas Unidas, and discipline-specific clubs like the Math Club.</li> </ul>	<ul style="list-style-type: none"> <li>-Retention from Fall to Spring</li> <li>-Attained the Vision for Success Completion Goal</li> </ul>

Non-academic and co-curricular support for students around educational planning, financial assistance, and intervention for students of concern.

**Counseling, Financial & Students of Concern Supports**

Equity-minded activities include:

- Full campus utilization of Starfish Connect for early identification and intervention
- Renegade Pantry to address food insecurity
- NextUp & general foster youth transfer counseling and support, maintenance of CSEPs through EOPS Programs
- Academic Probation: Reduce the number/percent of Latinx students on probation. As of spring 2019, 14.5% of all Latinx students enrolled were on probation (n=3,023); -Reduce the number/percent of African American/Black students on probation. As of spring 2019, 20.3% of all Black students enrolled were on probation (n=272)

-Retention from Fall to Spring

**Placement Practices**

Utilization of multiple measures of assessment, including cumulative high school GPA to determine placement in English and math. Includes compliance with AB 705 legislation for fall 2019.

Equity-minded activities include:

- Placement Practices: students with disabilities have a higher throughput rate when placed directly into transfer-level English and math, despite GPA. AB705 default placement will launch for fall 2019 placement.

-Completion of Transfer-Level English & Math

Co-requisite and non-credit academic and library support services to facilitate student completion of transfer-level English and math. Services include supplemental instruction, tutoring, the Math Lab, the Math Hub, the Writing Center, and co-requisite English and math courses in line with AB 705.

**Academic Support Services**

Equity-minded activities include:

- '-Co-requisite support in transfer-level English and math courses to launch in fall 2019
- Dedicated math tutoring in the Math Hub for African American students
- Umoja Village study hall
- Testing accommodations for DSPTS students
- MESA program and specialized STEM tutoring in math

-Completion of Transfer-Level English & Math

Strategic enrollment management to remove pathway bottlenecks, open transfer pathways, and facilitate completion of transfer-level English and math.

**Curriculum & Enrollment Management**

Equity-minded activities include:

- Umoja Learning Community: English B1A, Student Development, Astronomy
- Development of an Umoja Psych B5 course
- Math pathways by program of study: Psych B5 for non-STEM students, Math B4 for Education students, Tech Math B52 for non-transfer intent students
- Develop a Lavendar Student Development Course
- EOPS Student Development Course

-Completion of Transfer-Level English & Math  
-Attained the Vision for Success Completion Goal  
-Transfer to a 4-Year Institution

Program designed to increase student completion with an Associate Degree for Transfer in 60 units at BC. Participants are guaranteed admission to CSUB in a similar major and will complete an additional 60 semester units to earn a baccalaureate degree in 4 years total.

**Finish-in-4 Transfer Pathways**

Equity-minded activities include:

- Fully-accessible Program Pathways Mapper Tool for students with disabilities
- Expand fully-sequenced Finish-in-4 Programs; develop part-time program maps to include summer scheduling
- Development of transfer pathway programs with physical location of BC SouthWest campus (co-location of BC on CSU Bakersfield campus)

-Attained the Vision for Success Completion Goal  
-Transfer to a 4-year Institution

Bakersfield College's evaluation strategy will be threefold:

- 1) Actionable, unitary data used in day-to-day operational work,
- 2) Local quantitative data analysis provided by our Office of Institutional Effectiveness, and
- 3) External qualitative evaluation provided by partners, including The RP Group and Career Ladders Project

**Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words)**

**Actionable, Unitary Data:** Completion Coaching Communities will utilize Starfish Analytics and Cognos reports to cohort manage historically minoritized populations in support of the outcomes described in Bakersfield College's Student Equity Plan. Specifically, each Completion Coaching Community will be assigned a Data Coach who will be trained by the Office of Institutional Effectiveness to provide regular, substantive support to educational advisors, discipline faculty, and other coaches on each affinity-based Completion Coaching Community. Data Coaches will attend a training once per month and have already been trained to access the disproportionate impact data file from Data on Demand. In March 2019, Data Coaches participated in a training on calculating disproportionate impact and began identifying strategies to address DI for their respective Completion Coaching Communities.

**Local Data Analysis:** The Office of Institutional Effectiveness will provide ongoing quantitative data around disproportionate impact. Specifically, OIE will update the Tableau Equity Dashboard and Guided Pathways Momentum Points Dashboard annually. OIE will support Strategic Directions, Program Review, and State of the College report completion bi-annually. While the entire Office of Institutional Effectiveness supports institutional equity-based research and analysis, the Office of Student Success & Equity has a designated Data Analyst responsible for ensuring compliance with data reporting requirements and to assist in ongoing monitoring and planning activities.

**External Evaluation:** Bakersfield College will contract with an external evaluator at least one time per year to provide an in-depth analysis of its equity-minded interventions. The college may pursue additional contracts for further analysis, pending need. In 2019-20, the college will contract with The RP Group to complete a qualitative analysis of its dual enrollment and Early College program as a strategy to improve access, completion of transfer-level math and English, and completion of the Vision for Success goals. In particular, the evaluation will focus on the experiences of students and parents in economically under-served, rural communities. Phase 1 of this evaluation will begin in summer 2019 and Phase 2 will begin in spring 2020.

**How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words)**

As a Guided Pathways college, Bakersfield College has spent several years redesigning its systems and structures to ensure integration of programs, activities, and personnel to advance student success and equity outcomes. Several intentionally-designed, formal institutional practices demand integration and coordination across categorical and campus-based programs. They include: 1) Strategic Directions, 2) Program Review, 3) State of the College annual reporting, and 4) Annual Administrative Work Plans. Through these formal processes, the administrative leadership responsible for various categorical programs and services must coordinate efforts to establish plans, report on progress, and describe alignment with institutional priorities on a regular basis.

In addition to our formal planning and reporting systems, the Office of Student Success & Equity will ensure coordination across categorical and college programs through participation and leadership in campus committees, including: the Guided Pathways Implementation Team, President's Cabinet, the Administrative Council, the Equal Opportunity and Diversity Advisory Council, and the Student Affairs Leadership Team. The Office will deliver bi-annual reports to both College Council and Academic Senate to ensure broad engagement and coordination.

**Each college must create an executive summary that includes, at 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 2015-16, 2016-17, and 2017-18 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.**

<https://www.bakersfieldcollege.edu/sse/plans>