2022 Accreditation Midterm Report

Bakersfield College

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Submitted by:
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Submitted to:
Accreditation Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

MONTH DD, 2022

Certification of the Midterm Report

Date: MONTH DD, 2022

To: Accrediting Commission for Community and Junior Colleges
      Western Association of Schools and Colleges

From: Dr. Zav Dadabhoy, Interim President
       Bakersfield College
       1801 Panorama Drive, Bakersfield, CA 93305

This 2022 Midterm Report is submitted in fulfillment of the requirements of the Accrediting Commission for Community and Junior Colleges.

We certify there was broad participation by the campus community, and we believe the Midterm Report accurately reflects the nature and substance of this institution.

Signed:

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Zav Dadabhoy - *President, Bakersfield College*

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Sonya Christian *Chancellor, Kern Community College District*

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Romeo Agbalog - *President, KCCD Board of Trustees*

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Mike Giacomini - *Vice President of Finance and Administrative Services, Bakersfield College*

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Bill Moseley - *Vice President of Innovation and Development, Bakersfield College*

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Emmanuel Mourtzanos - *Vice President of Student Affairs, Bakersfield College*

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Billie Jo Rice - *Vice President of Instruction, Bakersfield College*

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Nick Strobel - *President, BC Academic Senate*

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Report Preparation

The completion of the Bakersfield College 2022 Midterm Report team was overseen by the college's Accreditation and Institutional Quality (AIQ) Committee, including the following members of the Midterm Report Team:

Member	Role
Billie Jo Rice	Vice President of Instruction, Accreditation Liaison Officer
Grace Commiso	Faculty - Counseling, AIQ Committee Faculty Co-Chair
Jessica Wojtysiak	Dean of Instruction, AIQ Committee Administrative Co-Chair
Jason Stratton	Faculty - Social Sciences, Midterm Report Team Faculty Lead
Leo Ocampo	Program Manager, Midterm Report Team Administrative Lead
Diana Cason	Faculty - English, Midterm Report Team Writer
Laura Miller	Faculty - Family and Consumer Education, Midterm Report Team Editor
Sondra Keckley	Faculty – Library, Midterm Report Team Indexer

In September of 2021, the AIQ Committee began the process for preparing the 2022 Accreditation Midterm Report. (RP-1) After a campus-wide search, a midterm report team was selected, consisting of the AIQ faculty and administrative co-chairs, a midterm report faculty lead, an administrative lead, a faculty writer, a faculty editor, and a faculty indexer. (RP-2; RP-3) The midterm report team met regularly throughout the 2021-22 academic year to collect and review evidence and prepare the first draft of the report. After the first draft was presented to AIQ in February of 2022 (RP-4), the midterm report team presented to and collected input from the following governance committees and constituent groups across the college (RP-5):

Academic Senate	Voting Item in April	College Council	Voting Item in April
Academic Senate 1st Read	03/15	Academic Senate 2nd Read	03/30
Admin Council	03/14	Curriculum Committee	03/10
ISIT Committee	03/07	Student Government Association	03/09
FCDC	03/04	Assessment Committee	03/04
Student Gov. Assoc. Exec Board	03/02	Campus Wide Open Forum	03/03
Program Review Committee	03/01	Facilities & Sustainability Committee	03/02
Budget Committee	02/28	Guided Pathways Strategies Team	02/28
AIQ Committee	02/08	Enrollment Management Committee	02/17

Additionally, during this time the midterm report team also hosted campus-wide forums open to all Bakersfield College students and employees. (RP-6; RP-7)

After incorporating feedback and receiving approval from the campus community, the completed Midterm Report was presented to the Kern Community College District Board of Trustees and was approved at their MONTH 2022 session. (RP-8)**Will need evidence of BOT approval (minutes).**

Plans Arising from the 2018 Self-Evaluation Process

Initiative	ACCJC Standard	Progress	Future-Action	Evidence
Curriculum development and assessment using eLumen	I.B.1 I.B.4 I.B.8 II.A.3 III.A.14 III.C.4	Implementation was completed in 2019 with all curriculum development and assessment processes now fully transitioned over to eLumen.	Continue all curriculum development and assessment processes on eLumen. Continue to regularly survey and collect member feedback regarding user issues and concerns	PA1-1 PA1-2 PA1-3 PA1-4 PA1-5 PA1-6 PA1-7 PA1-8
Visually represent clear pathways through the Program Pathways Mapper tool	I.C.1 II.C.5 III.A.14	All of the college's Learning and Career Pathways are visually represented in the Program Pathways Mapper. See QFE #1 for more details.	Continue to scale up and incorporate intersegmental maps for certain CSUs and UCs. Create 8+8 roadmaps for programs of study available in back-to-back, 8-week format. See QFE #1 for more details	PA2-1 PA2-2 PA2-3 PA2-4
Strategically expand dual enrollment	I.A.2 II.A.1	Headcount, enrollments, sections, and high school partnerships have increased significantly. Early College Pathways have been fully programmed out at several locations, allowing students to complete a degree or certificate by the time of their high school graduation.	Continue to further expand dual enrollment opportunities and create more high school partnerships and Early College pathways.	PA3-1 PA3-2 PA3-3 PA3-4 PA3-5
Scale up Summer Bridge	II.C.1 II.C.2 II.C.3 II.C.5	Headcount, enrollments, and section counts have scaled up significantly. Course offerings have been expanded. See QFE #2 for more details.	Continue to scale up student enrollment, aiming for a completion rate of 60% among all incoming students.	PA4-1 PA4-2

Launch the Pathways Program Mapper	I.C.1 II.C.5 III.A.14	The Program Pathways Mapper has been successfully implemented. See QFE #1 for more details.	Continue to train and promote the Pathways Program Mapper to staff, faculty, and students.	PA5-1 PA5-2 PA5-3 PA5-4
Redesign student support services, specifically the role of educational advisors	II.C.2 II.C.5	Student Support Services have been redesigned around a Completion Coaching Community model within each pathway and affinity group. The work of education advisors has been redesigned to be in alignment with the Guided Pathway Pillars to better complement the Completion Coaching Community model. See QFE #2 for more details.	The Guided Pathways Strategies Team will continue to meet regularly with pathway leads and support the work of completion coaching communities.	PA6-1 PA6-2 PA6-3 PA6-4 PA6-5
Implement the Facilities Master Plan using the funds secured through the Measure J Bond	III.B.1 III.B.2 III.B.4 III.C.2 III.C.3	Measure J funds have been used to complete several campus projects. Plans for several other future Measure J-funded projects are underway.	All ongoing Measure-J funded projects are scheduled to be completed by April 2024.	PA7-1 PA7-2

Institutional Reporting on Quality Improvements

A. Response to Recommendations for Improvement

Since there were no recommendations arising from Bakersfield College's previous ISER, there is no recommendation-specific data to report. We did not, however, interpret the absence of recommendations as an indication that we do not have any opportunities for further improvement. Innovation remains at the center of our campus culture, and we remain committed to the same level of improvement reflected in the previous ISER, the response that we received from ACCJC, and, more recently, in our being invited to apply for the ASPEN Award in Fall 2021. (RRI-1) We continue to look for ways to provide our students with the highest quality educational experience possible and to serve our community most effectively.

B. Reflecting on Improving Institutional Performance: Student Learning Outcomes and Institution Set Standards

Student Learning Outcomes (Standard II.B.2)
"The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services."

What are the strengths of the process that help the college to improve teaching and learning?
Bakersfield College is committed to defining meaningful SLOs, regularly assessing them, reporting results, and reflecting upon these results in a deliberate and considerate manner. The greatest strength in our assessment process lies in the integration of technology, which promotes transparency and facilitates sharing of individual results and collaboration between multiple groups across campus. Each program submits an assessment plan to the Assessment Committee, demonstrating that each SLO will be assessed within the COR revision cycle, and these assessment plans are published on the Assessment Committee website. (SLO-1; SLO-2) Additionally, the software program eLumen has increasingly been used to refine, report, and evaluate SLO assessment results. (SLO-3) This data is then integrated into the Tableau system, which is utilized for statistical analysis of all facets of Bakersfield College from SLO results to success and retention rates. (SLO-4)

What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment?
Since the start of the pandemic, some programs (instructional or otherwise) witnessed a mild decline in assessment data reporting, which presents a growth opportunity in terms of ensuring access to trainings on data reporting for both current employees and new hires and reminding employees about the critical importance of assessment reporting. This effort will be led by the Assessment Committee in conjunction with program leads, along with support from the Professional Development Committee. (SLO-5; SLO-6)

Provide examples where course, program, or service improvements have occurred based on outcomes assessment data.

In response to the sudden shutdown and switch to online learning as a result of the COVID-19 pandemic, three student surveys were sent out to capture the needs of our students. (SLO-7) Based on the survey results and the program review process, several improvements have been made. One of the best examples of a successful service improvement is the implementation of the Student Information Desk (SID). This project was deployed in an effort to maintain student success and retention during the campus-wide switch to virtual education. The virtual help desk is easily accessible by students from the main BC webpage and provides real-time assistance from various departments including Counseling and Advising and Financial Aid. (SLO-8; SLO-9) The 2020 program review for the Office of Student Life (OSL) identified a need to increase the use of technology when reflecting on their AUO #2. In response, virtual modes of communication with students were expanded with the use of Discord, Twitch, Facebook, YouTube, and Zoom. Additionally, to help close the technology gap, a Chromebook loaner program was established to allow students to complete their education in a virtual environment if they did not own a computer. (SLO-10) More examples of service improvements include increased virtual offerings from the Academic Technology Department to support faculty, staff, and students by providing trainings and one-on-one help to bridge technology gaps, transitioning all courses and services to successfully function fully online, and ensuring online courses meet the needs of students. (SLO-11) Grant funding was also secured to provide faculty an opportunity to enroll in a 3-course series on how to improve online course design and instruction. (SLO-12)

In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

Over the past three years, Bakersfield College has worked to maintain and expand the level of assessment that is conducted by all instructional and non-instructional departments. The committees that track assessment and data collection include Assessment, Accreditation and Institutional Quality, Curriculum, Professional Development, and Program Review. (SLO-13; SLO-14; SLO-15; SLO-16; SLO-17; SLO-18) These committees work to increase assessment rates in areas where assessment is falling behind. Upon review of the assessment process, the committees realized that one of the obstacles of gaining assessment data was the difficulty in reporting. As a result, the eLumen software program was adapted to report assessment results and was implemented campus-wide in 2019. (SLO-19)

Institution Set Standards (Standard I.B.3)
"The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

The Accreditation and Institutional Quality (AIQ) Committee at Bakersfield College evaluates data and identifies whether the college has met its floor standards and aspirational goals. In cases where floor standards are not met, AIQ is responsible for making recommendations to improve outcomes. (ISS-1) AIQ reports to the Academic Senate and College Council and shares outcomes via the committee webpage, which is accessible to the public. (ISS-2; ISS-3)

Has the college met its floor standards?
Bakersfield College has consistently reached or surpassed its floor standards for certificate completion, degrees awarded, transfers, licensure examination pass rates, and employment rates for career technical education students.

Has the college achieved its stretch (aspirational) goals?
Bakersfield College has also consistently reached or surpassed its stretch goals for certificate completion, degrees awarded, transfers, licensure examination pass rates, and employment rates for career technical education students.

What initiative(s) is the college undertaking to improve its outcomes?
Many of the initiatives completed as part of the college's most recent Strategic Directions Plan directly relate to improving outcomes for course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education. (ISS-4) Some of these include the following:

- SD 1.3 – Increase CTE certificate/degree options by three new programs
- SD 1.6 – Establish at least five full certificates programs in rural communities
- SD 1.9 – Increase support services for online instruction
- SD 1.10 – Increase entry-level tech instruction for all students to help them navigate the landscape of tools on campus
- SD 1.11 – Expand academic support services for inmate scholars
- SD 1.12 – Establish and expand student support services in rural communities
- SD 1.13 – Establish and expand student support services in satellite sites
- SD 2.4 – Increase the number of students participating in Summer Bridge by 15%
- SD 2.5 – Increase the number of first-time students who have a comprehensive education plan by the end of their first primary term by 15%
- SD 2.6 – Increase the number of first-time students who have an abbreviated education plan prior to their first primary term by 15%
- SD 2.7 - Increase the percentage of transfer-level English completion in the first year
- SD 2.8 – Increase the percentage of transfer-level math completion in the first year
- SD 2.9 – Successfully implement the Program Mapper
- SD 2.10 – Increase the percentage of first-time students who attempt 15 units during their first semester
- SD 2.11 – Increase the percentage of first-time students who attempt 30 units during their first year

- SD 2.13 - Increase the number of current and returning students who have an approved comprehensive educational plan in their degree audit system (Degreeworks or Starfish) by 15%
- SD 2.14 - Implement a process whereby students are automatically awarded certificates they have earned
- SD 2.17 – Develop MOU with transfer partner, CSUB, to establish agreement for faculty at the two institutions to develop four-year templates
- SD 2.18 – Increase student exposure to top transfer institutions by pathway

Additionally, the projects outlined in the Quality Focus Essays demonstrate the college's continuous efforts toward reaching and surpassing its floor standards and stretch goals.

How does the college inform its constituents of this information?

AIQ provides regular reports of outcomes to various committee and constituent groups across the campus and also shares outcomes via the committee webpage, which is accessible to the public. In a further effort to ensure that constituents remain fully informed of college outcomes, AIQ has partnered with the Office of Institutional Effectiveness to create a Tableau Dashboard to track Institutional Set Standards data. The tableau is user friendly, easily digestible, and publicly accessible on the Bakersfield College website. (ISS-5)

Evidence
See ACCJC 2022 Annual Report **(ISS-6)**

Bakersfield College Institution-Set Standards: Fall 2021

	ISS Metric	Source	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	ISS	Goal
Fin Aid On-Time Applications*	FAFSA/Dream Act	OIE		70.4%	78%	77.1%	77.25%	75.3%	75.6	80%
	* Financial aid application data is collected from October 1 through June 30 of the designated academic year. These applications are for aid award in the following academic year (e.g. 2019-20 application data is for support of attendance in 2020-21).									
Fall Success Rates	Course Completion	Data Mart	67%	67%	68%	70%	69%	68%	69%	72%
	Online Success	Data Mart	52%	53%	54%	63%	61%	62%	57%	67%
	CTE Success	Data Mart	74%	75%	77%	78%	78%	76%	76%	80%
Milestones	Transfer level English Achievement Year 1	GP MP Dashboard	14%	14%	19%	20%	22%	21%	17%	40%
	Transfer level Math Achievement Year 1	GP MP Dashboard	6%	5%	7%	8%	9%	11%	12%	20%
	Transfer level Math and English Achievement Y1	GP MP Dashboard	3%	3%	4%	5%	6%	6%	7%	15%
Institutional Learning Outcomes	ILO.1. *Think* critically and evaluate sources and information for validity and usefulness.	eLumen				83.7%	87.2%	85.3%	85.4%	88.0%
	ILO.2. *Communicate* effectively in both written and oral forms.	eLumen				82.3%	85.9%	83.0%	83.8%	88.0%
	ILO.3. *Demonstrate* competency in a field of knowledge or with job-related skills.	eLumen				83.4%	85.0%	85.5%	84.7%	88.0%
	ILO.4. *Engage* productively in all levels of society – inter-personal, community, the state and nation, and the world.	eLumen				83.2%	86.1%	86.2%	85.2%	88.0%
Outcomes	Associate's completion	Completion Dashboard	971	1237	1302	1633	3424	4243	1108	1200 (VFS[1] 1552)
	Certificate completion	Completion Dashboard	305	375	329	1264	2098	1791	316	400
	Bachelor's completion	Completion Dashboard	--	--	--	7	12	9	7	20
	Transfer Counts	CCCCC, UC, CSU	916	1084	1000	1124	1108	1313	850	1200

[1] Where they align with the ISS metrics, Vision for Success (VFS) institutional goals are also included for reference.

Bakersfield College Institution-Set Standards: Fall 2021

			172	303	493	824	1326	1634	700	900 (VFS 745)
	ADT completion	Completion Dashboard	172	303	493	824	1326	1634	700	900 (VFS 745)
	Units at degree award	Completion Dashboard	89	87	90	88	83	80	91	79 (VFS 82)
Licensing Pass Rates	NCLEX - RN	Board	91%	91%	92%	91%	98%	96%	85%	95%
	LVN Licensed Vocational Nursing	Board	100%	50%	92%	88%	89%	95%	85%	95%
	CNA	Board	90%	93%	95%	100%	96%	94%	50%	95%
	Radiologic Technology	Board	91%	94%	85%	91%	100%	96%	85%	95%
	Paramedic	Board	100%	94%	92%	100%	100%	100%	85%	100%
Job Placement Rates	Employment in field	SSM/CTEOS			70%	66%	67%		66%	75% (VFS 69%)
	NCLEX - RN	Perkins/Data Mart	96%	88%	91%	96%	98%	98%	75%	96%
	LVN Nursing	Perkins/Data Mart	95%	70%	89%	95%	85%	100%	75%	96%
	CNA	Perkins/Data Mart	81%	62%	68%	81%	81%	76%	60%	80%
	Radiologic Technology	Perkins/Data Mart	100%	76%	85%	100%	95%	91%	75%	100%
	Accounting	Perkins/Data Mart	80%	53%	71%	80%	76%	77%	60%	80%
	Admin. of Justice	Perkins/Data Mart	86%	74%	77%	86%	81%	84%	60%	90%
	Automotive Technology	Perkins/Data Mart	78%	60%	57%	78%	79%	73%	60%	75%
	Business & Commerce	Perkins/Data Mart	75%	43%	61%	75%	63%	56%	60%	80%
	Child Development	Perkins/Data Mart	72%	54%	62%	72%	76%	75%	55%	80%
	Drafting	Perkins/Data Mart	77%	69%	79%	77%	77%	93%	60%	75%
	Electrical	Perkins/Data Mart	n/a	100%	100%	100%	100%	100%	60%	80%
	Electronics/Elec tech	Perkins/Data Mart	76%	73%	80%	76%	89%	85%	60%	80%
	Emergency Medical Tech	Perkins/Data Mart	82%	68%	84%	82%	92%	85%	60%	80%
	Fire Technology	Perkins/Data Mart	60%	80%	87%	60%	100%	68%	50%	80%
	Human Services	Perkins/Data Mart	73%	50%	68%	73%	64%	84%	50%	75%
	Machine Tool/ Shop	Perkins/Data Mart	89%	71%	61%	71%	86%	40%	60%	85%
	Welding and Cutting	Perkins/Data Mart	71%	83%	82%	71%	72%	77%	60%	70%

C. Report on the Outcome of the Quality Focus Project

Quality Focus Project #1: Clarify the Path with Program Pathways Mapper

One of the ways that Bakersfield College has aimed to improve student learning and achievement is by "clarifying the path" with the Program Pathways Mapper, a high-tech, visual representation of educational and career pathways for educational planning purposes. The impetus for the Program Pathways Mapper was to clarify, document, and communicate these pathways to students in order to improve student learning, progression, and completion.

In 2014, Bakersfield College began examining and documenting pathways from high school through California State University Bakersfield (CSUB). By 2016, the Workgroup for the Advancement of Regional Baccalaureate Attainment (WARBA) had mapped the exact coursework for each semester from entry to BC to transfer and then graduation from CSUB. As a result of collaborative faculty meetings within various disciplines, 27 pathways have been fully mapped. This work led to the development of Bakersfield College's Program Pathways Mapper. (QFP1-1)

The result of a dynamic collaboration between Bakersfield College and software design and development firm Concentric Sky, with support from the CCC Chancellor's Office, the Program Pathways Mapper features an interactive, pathway-based visualization of the traditional course catalog. Users can explore a set of easily consumable, color-coded program maps that show the progression of courses taken each semester from program entry to completion. These maps are paired with brief videos illustrating the nature of the program, descriptions of program learning outcomes, and easy-to-understand career data, facilitating students' deeper understanding of potential academic and career options as they explore available college programs. (QFP1-2)

Following implementation of the Program Pathways Mapper, training was offered to faculty and staff, and demonstrations were made during committee and department meetings. Flex workshops continue to inform faculty and staff about enhancements and updates (QFP1-3; QFP1-4).

The Program Pathways Mapper is easily accessible from the Bakersfield College homepage as well as directly from the InsideBC portal, allowing students to explore various pathways and monitor their progress towards completion. (QFP1-5) The mapper tool is introduced to students as part of the Bridge to BC curriculum, and it has been incorporated into student development courses. (QFP1-6; QFP1-7) Additionally, counselors include the Program Pathways Mapper in student planning, and it is frequently used by the Outreach and School Relations department. (QFP1-8; QFP1-9)

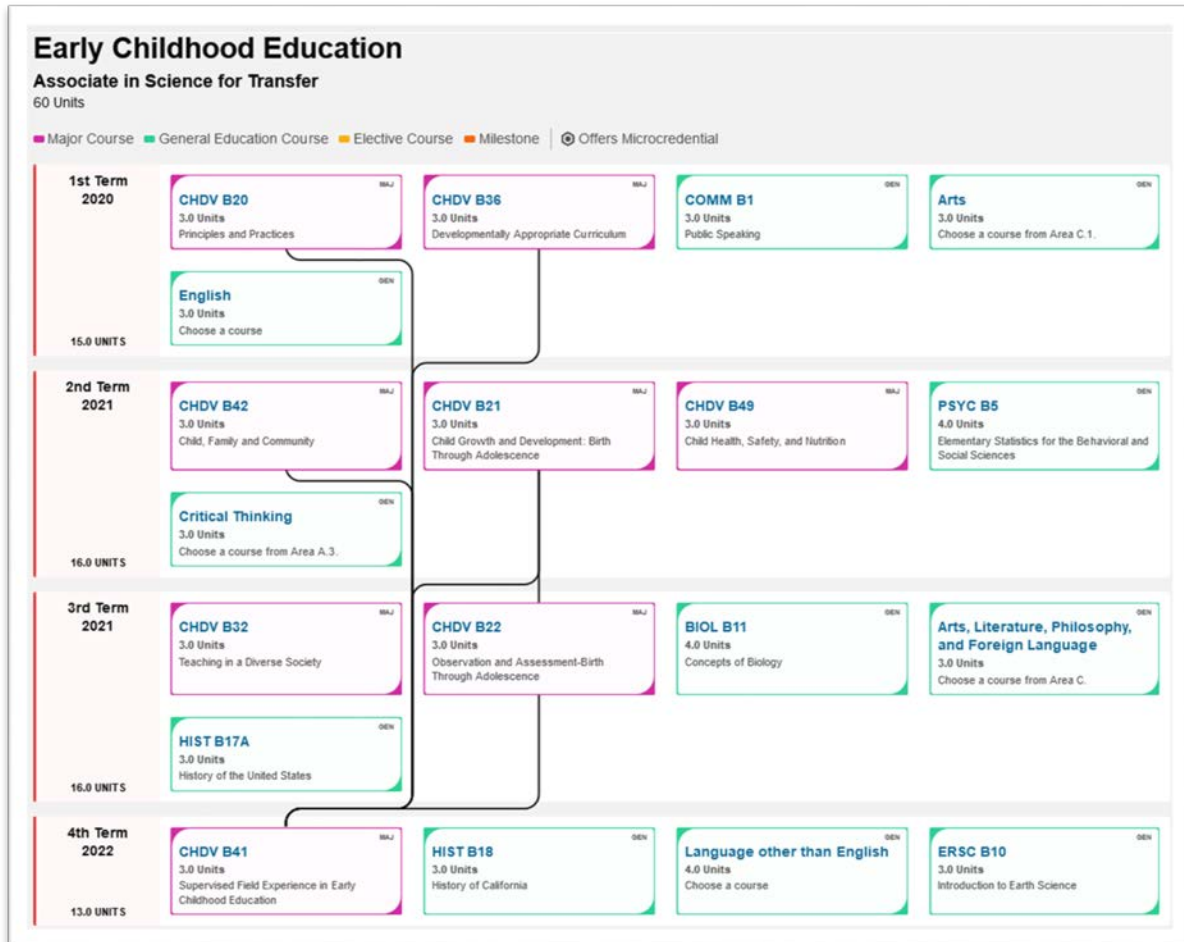*Image 1: Learning and Career Pathways in the Program Mapper*

All of the college's Learning and Career Pathways are visually represented in the Program Pathways Mapper, and a brief description of each pathway is provided to give students a quick overview of program expectations and employment prospects. As seen below, within each pathway all programs of study are listed, including degrees and credit and non-credit certificates.

Image 2: Certificates and Degrees Maps Within Each Pathway

Image 3: Early Childhood Education Program Mapper Roadmap

Early Childhood Education

Associate in Science for Transfer
60 Units

■ Major Course ■ General Education Course ■ Elective Course ■ Milestone | ⊚ Offers Microcredential

1st Term 2020	**CHDV B20** MAJ 3.0 Units Principles and Practices	**CHDV B36** MAJ 3.0 Units Developmentally Appropriate Curriculum	**COMM B1** GEN 3.0 Units Public Speaking	**Arts** GEN 3.0 Units Choose a course from Area C.1.
	English GEN 3.0 Units Choose a course			
15.0 UNITS				

2nd Term 2021	**CHDV B42** MAJ 3.0 Units Child, Family and Community	**CHDV B21** MAJ 3.0 Units Child Growth and Development: Birth Through Adolescence	**CHDV B49** MAJ 3.0 Units Child Health, Safety, and Nutrition	**PSYC B5** GEN 4.0 Units Elementary Statistics for the Behavioral and Social Sciences
	Critical Thinking GEN 3.0 Units Choose a course from Area A.3.			
16.0 UNITS				

3rd Term 2021	**CHDV B32** MAJ 3.0 Units Teaching in a Diverse Society	**CHDV B22** MAJ 3.0 Units Observation and Assessment-Birth Through Adolescence	**BIOL B11** GEN 4.0 Units Concepts of Biology	**Arts, Literature, Philosophy, and Foreign Language** GEN 3.0 Units Choose a course from Area C.
	HIST B17A GEN 3.0 Units History of the United States			
16.0 UNITS				

| 4th Term 2022 | **CHDV B41** MAJ 3.0 Units Supervised Field Experience in Early Childhood Education | **HIST B18** GEN 3.0 Units History of California | **Language other than English** GEN 4.0 Units Choose a course | **ERSC B10** GEN 3.0 Units Introduction to Earth Science |
| 13.0 UNITS | | | | |

For each degree and certificate option within each pathway, a clear semester-by-semester roadmap is provided with all required courses in appropriate order. All courses are color coded to help students differentiate between major, general education, and elective courses, and connectors help identify prerequisite courses that must be completed in sequence. Additionally, all program maps are built in accordance with the college's momentum point goals: Maps show 15 units in the first semester, 30 units in the first year, and transfer-level math and English in the first year.

Early data on the utilization and impact of the Program Pathways Mapper is very promising. In the first 15 months after its launch, the Program Pathways Mapper served over 42,000 unique users. The average user spends over three minutes on the site and visits an average of six pages. These usage statistics and others, like the extremely low bounce rate, show the Program Pathways Mapper is being used as intended to clarify and illuminate pathways to degree completion. (QFP1-10)

Additionally, the percentage of students who are on-path for the 20 largest associate degree for transfer programs at the college has increased significantly since the launch of the Program Pathways Mapper (QFP1-11)

Image 5: On Path Percentages before and after Program Pathways Mapper
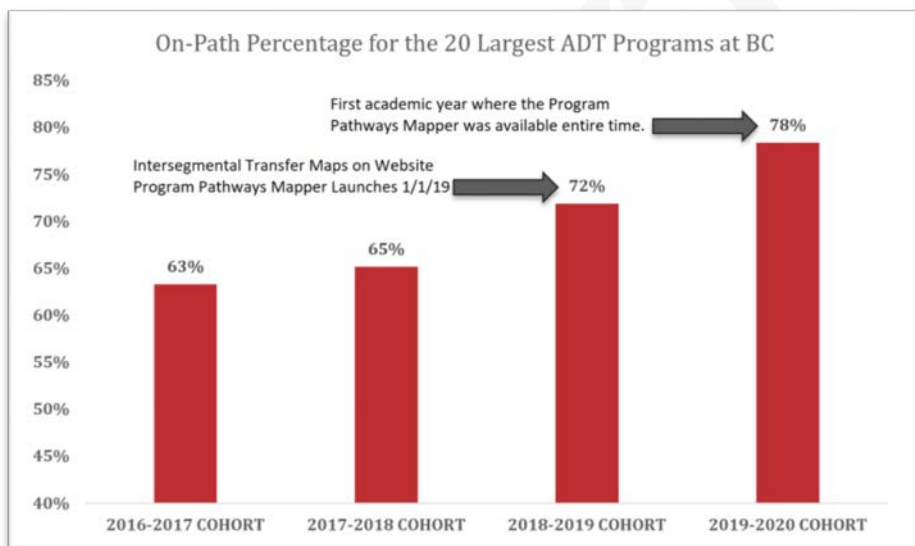
Finally, there is a clear difference between the on-path percentages for students who use the Program Pathways Mapper and those who do not use it with users showing a 17% higher on-path percentage than non-users.

On-Path Percentage

|	PPM Non-Users	PPM Users
On-Path Percentage	58%	75%
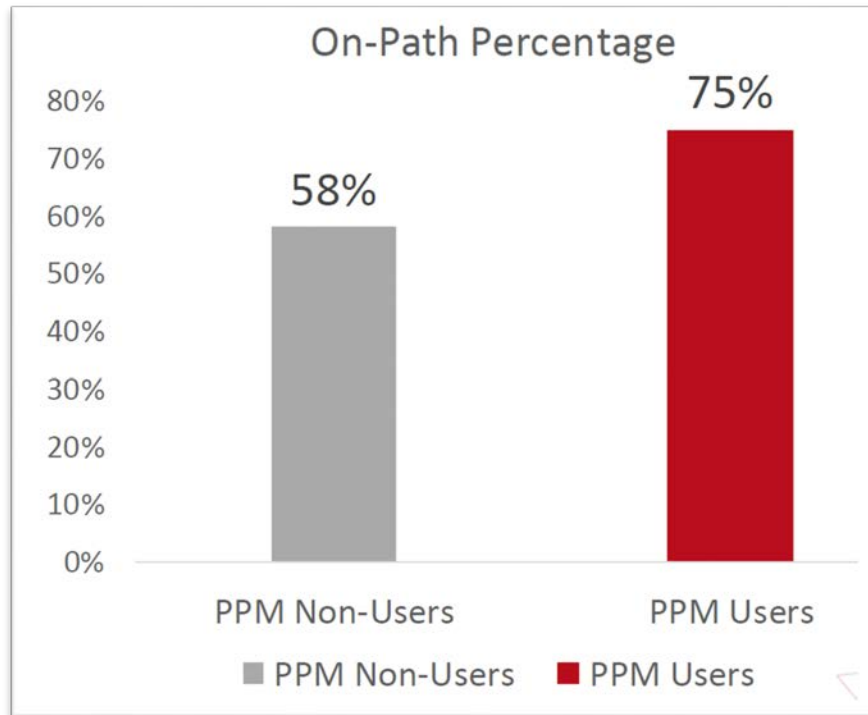
The Program Pathways Mapper continues to be refined to reflect new course offerings. For example, in an effort to support a significant increase in back-to-back, 8-week course offerings among various departments, "8+8" roadmaps will also be created and incorporated into the Program Mapper for certain associate degrees for transfer. (QFP1-12) Work is also currently being done to map pathways to all the CSUs and the UCs. Additionally, Bakersfield College has partnered with other institutions to assist them in their efforts to establish similar mapping tools. (QFP1-13) With support from the College Futures Foundation, a prototype for the CSU system that includes intersegmental pathways mapping for transfer degrees was developed. Building on the prototype, a group of five CSUs launched an intersegmental program mapping project in collaboration with local community college partners. Bakersfield College is currently collaborating with Merced College and UC Merced to develop a prototype for the UC system. Additionally, Bakersfield College's Leading from the Middle Force has partnered with the California Community College Chancellor's Office and more than 20 other community colleges to expand the Program Pathways Mapper and develop similar models for other colleges. (QFP1-14; QFP1-15)

Quality Focus Project #2: Keep Students on the Path by Scaling and Integrating Student Support and Learning

1. Scale up our successful Summer Bridge extended orientation program
The Summer Bridge program at Bakersfield College was renamed Bridge to BC as it has expanded beyond its original scope as a summer initiative. The program has expanded to our satellite campus in Delano to accommodate students in rural communities, offers courses during winter break to accommodate first-time students who enroll in the spring term, and offers courses tailored towards returning students. (QFP2-1; QFP2-2)

Despite the pandemic, student enrollment in Bridge to BC courses scaled up significantly since 2018, increasing from just 1284 in 2018 to 1973 in 2021. This increase was possible because the program shifted to an online format in order to continue supporting new students and as a result of its collaboration with Financial Aid to provide student participants with Chromebooks using HEERF funds. (QFP2-3)
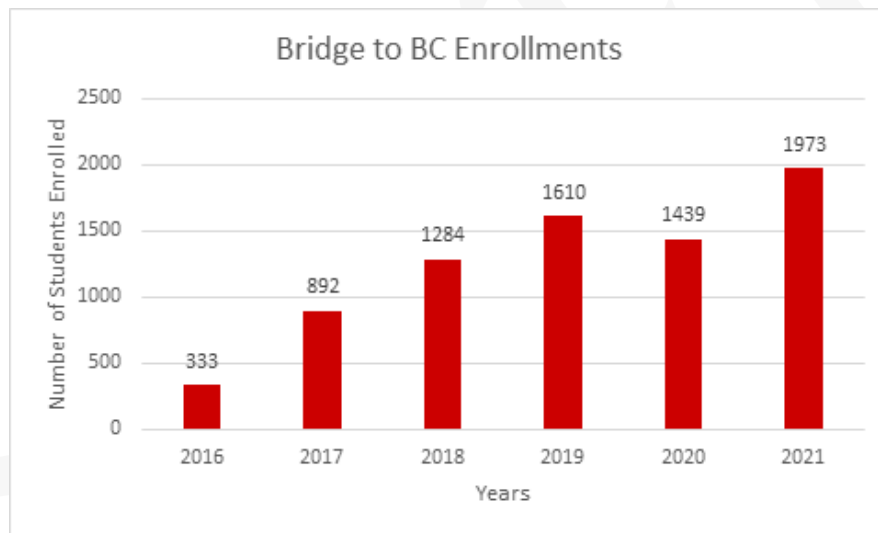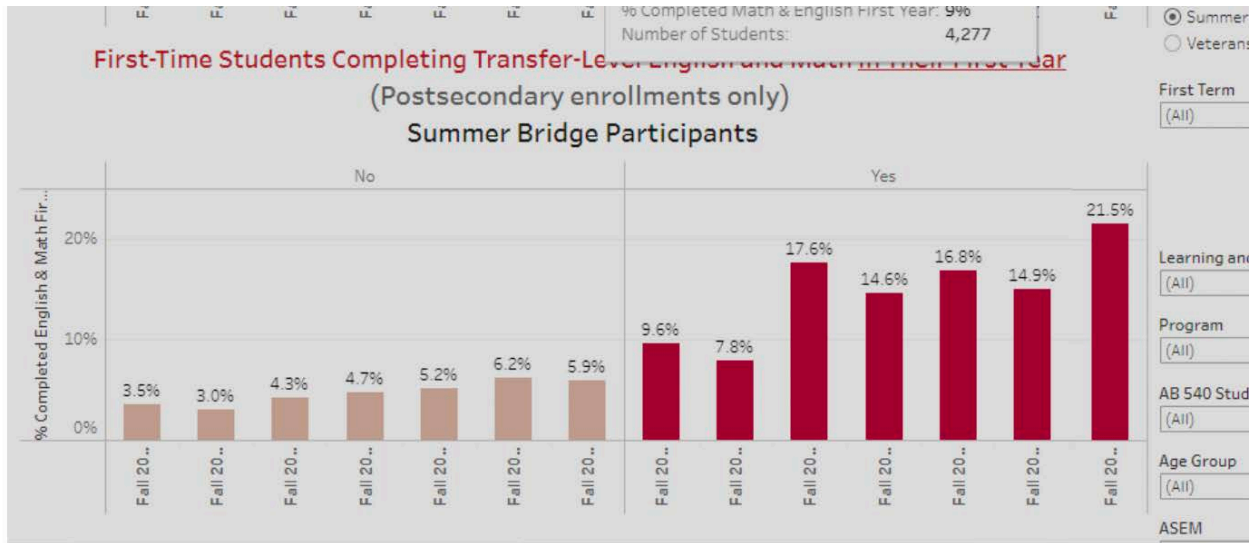

Bridge to BC enrollment increased from just 333 in 2016 to 1973 in 2021.

As a result of this shift to online learning, the Bridge to BC program saw a need to better prepare students for the unique demands of online coursework and responded by offering a new course, EDUC B68: Success for Online Learning, which explores online learning expectations, resources, and strategies for success. The course is recommended for all first-time students and required for students on academic probation. Initially, just three sections of the course were offered in the fall 2020 term, and a year later, 14 sections were offered in the fall 2021 term. (QFP2-4)

Institutional research reveals that students who participated in Bridge to BC were significantly more likely to reach critical momentum points, illustrating the continued impact of Bridge to BC on student success. Students who completed Bridge to BC between 2016 and 2021 attempted

significantly more college-level units during their first term and first year. Additionally, 21% of Bridge to BC participants in 2020 completed transfer-level English and math in their first year compared to approximately 6% of non-participants. (QFP2-5)

First-Time Students Completing Transfer-Level English and Math in their First Year
(Postsecondary enrollments only)
Summer Bridge Participants

2. Redesign Educational Advising to be embedded within each Learning & Career Pathway
The Guided Pathways Framework represents a reorganization of support services to eliminate unintentional institutional barriers and improve achievement among Bakersfield College's students. The efforts of various support services are organized into the "Four Pillars of Guided Pathways" in order to provide personalized pathway guidance and ensure that students reach their educational goals in the shortest amount of time possible. (QFP2-6)

FOUR PILLARS OF GUIDED PATHWAYS
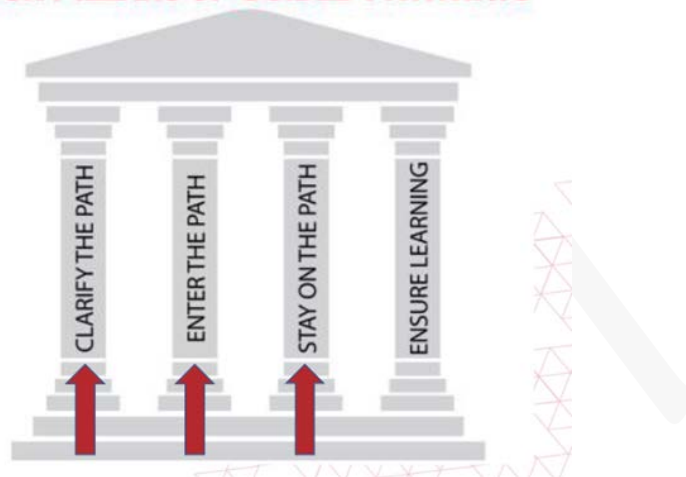
Pillar I ("Clarify the Path") encompasses efforts to help students identify their academic and career goals and understand the steps required to achieve those goals. To this end, Bakersfield College has refined transfer pathways by coordinating with CSU Bakersfield and several UC campuses, developing stackable certificates, and fully implementing our Bachelor of Science Degree program and partnering with regional community colleges to facilitate transfer into this program. As discussed previously, students can also utilize the Pathways Program Mapper to interact with a visual representation of their chosen pathway.

Pillar II ("Enter the Path") focuses on removing barriers to enrollment by streamlining the onboarding process for first time students and making sure that students are placed appropriately on the correct pathway with clearly-defined goals. This includes registration events during which first-time students can complete all of the steps for registration in a single day or visits by Outreach to local high school campuses during which students complete all necessary matriculation steps. High school students who participate in the dual enrollment program are given assistance in completing financial aid documentation before making the transition to college. (QFP2-7)

Pillar III ("Stay on the Path") reflects efforts to help students continue their education pathway through an effective (and personal) case management approach. A crucial element of this pillar is completion coaching, which identifies the counselors, advisors, faculty, and support staff that serve as contacts for each learning pathway and ensure that the students receive more personalized and relevant support. Completion coaches also encourage students to meet certain critical milestones, including completion of 12 to 15 units in their first semester of college, 30 units in the appropriate pathway in their first year, and 60 units in the span of two years as well

as completion of both college-level math and English in their first year. Affinity groups provide an additional layer of support for qualifying students, and technologies allow for appropriate monitoring. Pathways Program Mapper is used by students to monitor their progression, and Starfish includes a system for early alerts and notification functions that facilitates communication between students, instructors, coaching communities, and various support services.

Finally, Pillar IV ("Ensure Learning") focuses on the quality and rigor of the learning environment, including how assessment data is collected, best practices for teaching, and integration of technology in instruction. It also includes efforts to offer professional development opportunities for instructors, expand online student services, increase the number of fully online degree programs, and participate in the state Online Education Initiative (OEI) course exchange.

The Four Pillars and Educational Advisors
The Guided Pathways Framework provides clarification on the role of the educational advisors and counselors. Although there are some shared responsibilities, particularly in terms of ensuring that students are meeting momentum points, educational advisors mostly align their duties with Pillar II and focus primarily on helping students "enter the path" by undertaking efforts to enroll first time students, whereas counselors focus on Pillar III and are primarily tasked with helping students "stay on the path" by monitoring student progression. (QFP2-8)

As detailed earlier, Pillar II involves removing barriers to enrollment and streamlining the onboarding process for first-time students. As part of a large-scale redesign of student services, the role of the educational advisor has been restructured around efforts that make Pillar II possible. This involves educational advisors specifically taking the lead on the following:
- Recruitment efforts, including high school and community outreach
- Orientations and new student workshops
- Bridge to BC advising
- Comprehensive student education plans
- Registration campaigns and workshops

This new framework provides educational advisors with a targeted work plan and a clear set of responsibilities that all work toward removing barriers to enrollment and streamlining the onboarding process for first-time students. Case management of large cohorts becomes more expedient as this smaller, more targeted set of responsibilities allows for a quicker, more efficient handoff to other student services staff who can assist students with issues beyond the initial onboarding process. It also facilitates year-round planning for educational advisors as all educational advisor duties and projects can be easily mapped out throughout the semester, specifically focusing around the registration season. Clarifying the role of educational advisors also allows them to be more easily incorporated into completion coaching communities. (QFP2-9)

Completion Coaching Communities and Learning and Career Pathways
After researching various models utilized across the country, Bakersfield College elected to implement the Completion Coaching Community model in 2017 with the goal of supporting the Guided Pathways Program. Completion coaching communities are cross-functional teams of faculty, staff and administrators who are assigned to cohorts and work together to ensure students achieve the institutional momentum points. Each completion coaching community consists of the following members:

- Advising Coach: Work on outreach and visit local high schools to encourage students to enroll at BC and decide on a pathway (The advisors will further help with coursework selection within the guided pathways mapper and assist with possible internships and employment opportunities with that pathway.)
- Counseling Coach: Help with clarifying the transfer requirements and help students stay on the path and assist with additional resources as needed
- Financial Aid Coach: Track and aid students through the financial aid application and scholarship processes
- Support Services Coach: Monitor specific needs of the pathway whether it be library, tutoring, Writing Center, career assistance, etc.
- Discipline Faculty Coach: Act as resources to the students and help with career options and assist with outreach efforts
- Data Coaches: Monitor the momentum points and communicate possible needs of the students in the pathway
- Admin Coach**:** Identify bottlenecks with courses that may get in the way of student completion of their pathway and staff courses as needed. (QFP2-10)
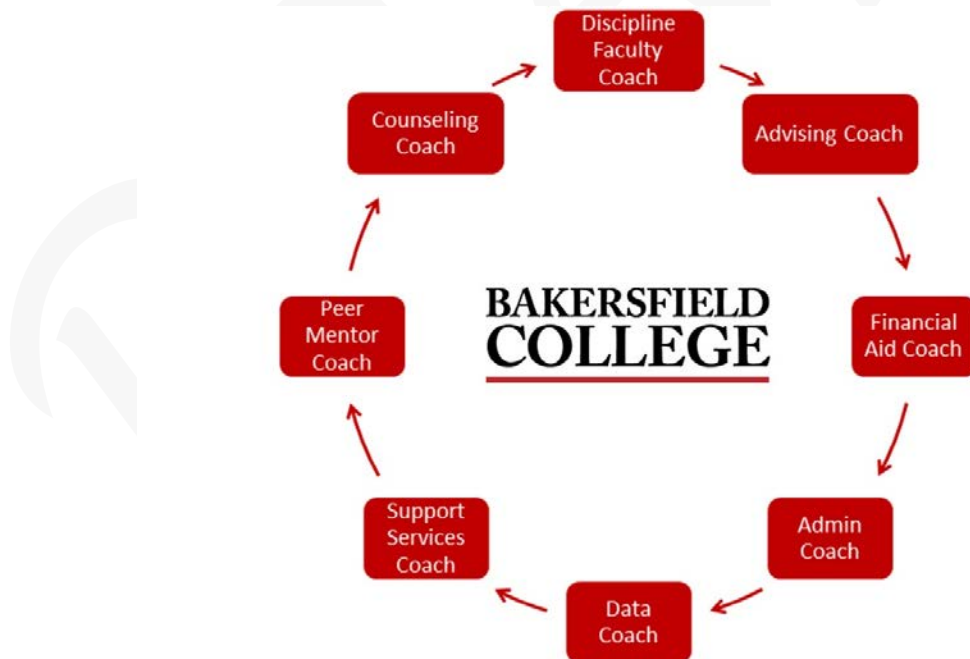
This diverse membership within each team ensures that completion coaching communities can provide students with consistent comprehensive support covering every step and every area of concern throughout their path to completion. Additionally, completion coaching communities also serve as inquiry teams that communicate concerns and work to resolve any identified

systemic barriers affecting their pathways. Completion coaching communities have been created for all of the college's learning and career pathways:

- Agriculture, Nutrition, and Culinary Arts Pathway
- Arts, Communication, and Humanities Pathway
- Business Pathway
- Education Pathway
- Health Sciences Pathway
- Industrial Technology Pathway
- Public Safety Training Pathway
- Social and Behavioral Sciences Pathway
- STEM Pathway
- Personal and Career Exploration Pathway

Additionally, students in the following affinity groups are also placed into cohorts with their own completion coaching communities:

- African American Initiatives
- Athletes
- EOP&S
- Foster Youth
- Kern Promise
- Students with Disabilities
- Undocumented Students
- Veterans

This arrangement ensures that all students, regardless of their background or chosen program of study, have comprehensive support and access to dedicated support teams. (QFP2-11; QFP2-12; QFP2-13)

3. Systematically use data analytics from Starfish

Bakersfield College began rollout and implementation of Starfish software in 2018 with the initial focus being its use across various student services departments, including counseling, advising, financial aid, and DSPS. (QFP2-14) Faculty, staff, and administrators underwent thorough training on various Starfish features, including degree planning tools for developing comprehensive student educational plans, and data analytics tools for generating reports for outreach and enrollment efforts. Since then, use of Starfish has expanded across the campus, and these data analytics tools have become integral to the college's high-tech, high-touch student engagement and retention work, especially within completion coaching communities. (QFP2-15; QFP2-16; QFP2-17)

Starfish Data Analytics for Outreach and Enrollment Efforts
Starfish data analytics tools have had a drastic impact on momentum point monitoring and subsequent outreach and communication campaigns. Customizable, momentum-point focused attributes on Starfish allow for highly targeted and pathway-specific reports to be generated for outreach and reporting purposes. The diverse make-up of completion coaching communities makes the team-wide use of these data analytics tools especially streamlined and actionable:
- The pathway data coach generates momentum-point focused reports on Starfish, focusing specifically on students in their pathway with the following attributes:
    - Enrolled in less than 15 units
    - Not enrolled and have not completed transfer-level math or English
    - Not enrolled and have not completed CSU oral communication or critical thinking courses
- The pathway educational advisor and counselor plan an online or in-person group registration event with Financial Aid and student support services components.
- Various pathway members launch a communication campaign to contact students identified on the data coach report through emails, text messages, and phone calls.
    - Students are referred to the planned registration event or transferred to the educational advisor or counselor for immediate registration assistance.
    - Referrals to the pathway Financial Aid and Support Services Coaches are also made as needed.
- The pathway data coach follows up with a new Starfish report to analyze the impact that the communication and registration campaigns had on momentum point achievement rates within the pathway.
- The pathway administrator evaluates the data coach reports and identifies any systemic barriers that might be affecting students in their pathway, such as insufficient course offerings or scheduling concerns, and works with other administrators and department chairs to address these issues.

Completion coaching communities repeat this cycle throughout the year, particularly timed around registration periods (before the start of the semester and before the start of late-start eight-week courses). (QFP2-18)

The collective impact of these quality focus projects is measured by collecting data that reflects how effectively Bakersfield College is meeting certain early momentum points and preventing students from accruing excess units. Initial data is promising. The percentage of first-time students attempting 15+ units in their first term increased from 13.8% in 2017 to 19.7% in 2020. (QFP2-19)


First-Time Students Attempting 15+ Units in their First Term
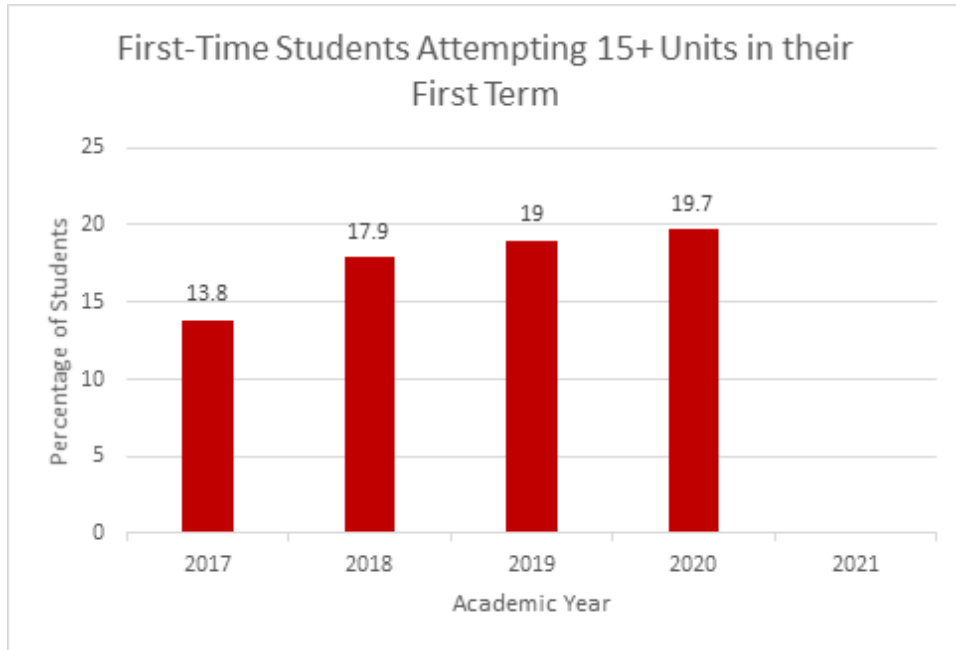
Similarly, the percentage of first-time students attempting 30+ units in their first year increased from 13% in 2017 to 16.6% in 2020.
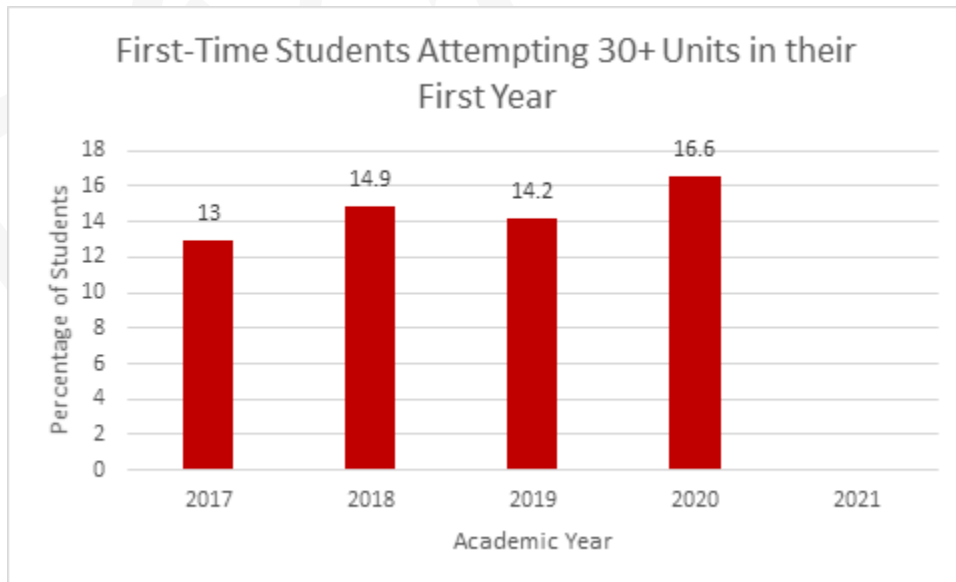
First-Time Students Attempting 30+ Units in their First Year

The percentage of students who completed transfer-level math in their first year increased substantially from 9.8% in 2017 to 19.6% in 2020. (QFP2-20)
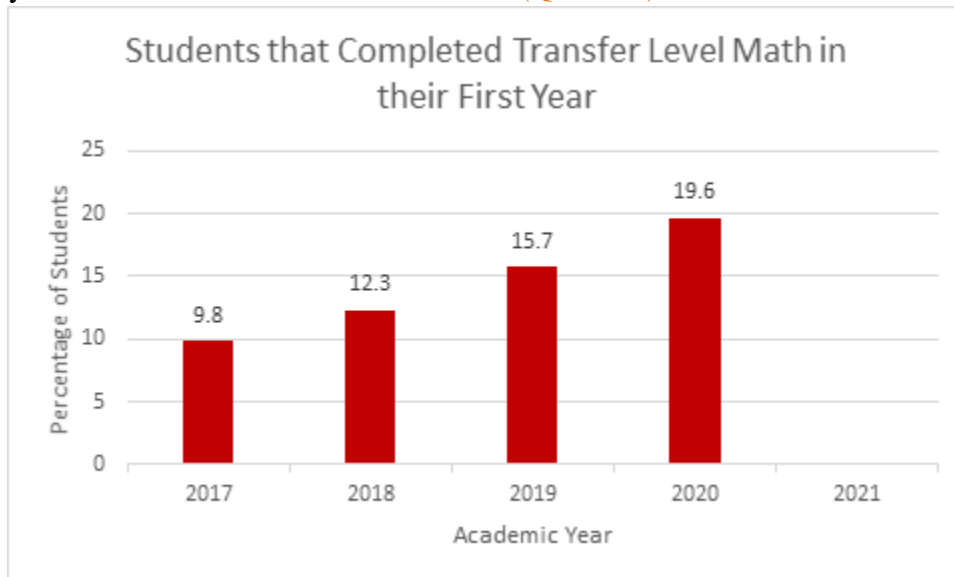
Students that Completed Transfer Level Math in their First Year

The percentage of students who completed transfer-level English in their first year increased between 2017 to 2020 (from 23.9% to 28.4%). (QFP2-21)

Students that Completed Transfer-Level English in their First Year
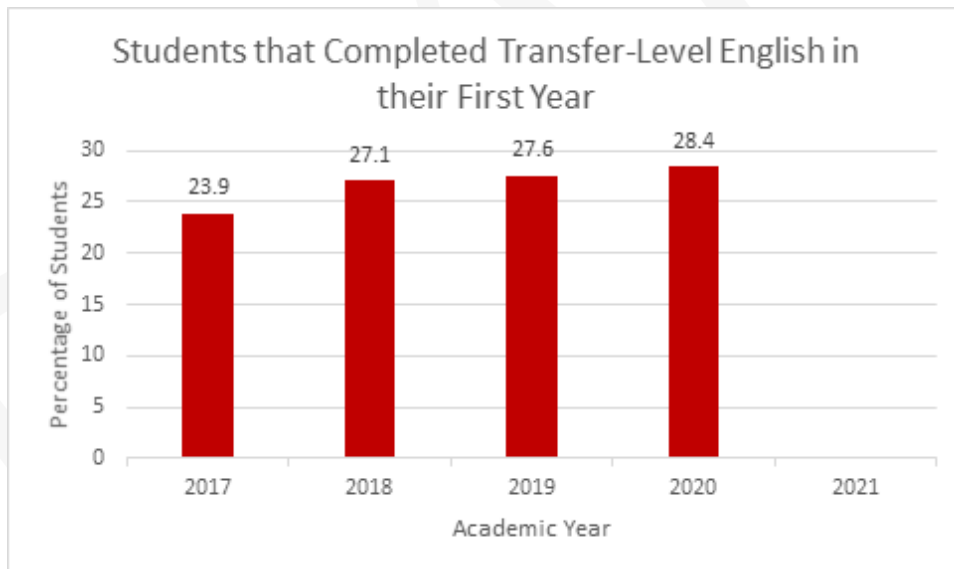
Additionally, the percentage of students who completed both transfer-level math and English in their first year doubled between 2017 and 2020 (from 6.8% to 13.7%). (QFP2-22)

Students that Completed Transfer Level Math & English in First Year
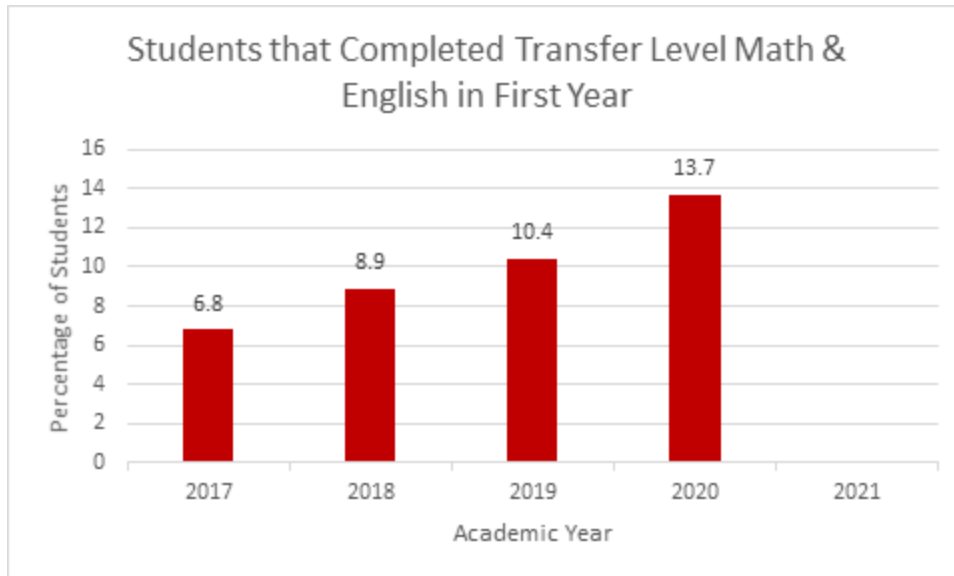
Prior to implementation of these projects, students who graduated during the 2017-2018 academic year with an AA/AS took an average of 88 units to complete a 60-unit degree. By the 2020-2021 academic year, this number dropped to 77.9 (a reduction of 11.1 units). Similarly, students who graduated during the 2017-2018 academic year with an AA-T/AS-T completed an average of 76.6 units compared to 74.3 units on average among graduating students in the 2020-2021 academic year. (QFP2-23)

An ISS goal was set at 91 for the average number of units earned at degree completion with an aspiration goal of 79 units. In 2021, the graduates met the ISS and aspiration goals with an average of 78 units. (QFP2-24)

Units Earned at Completion of Degree

Units Earned at Completion of AA-T/AS-T
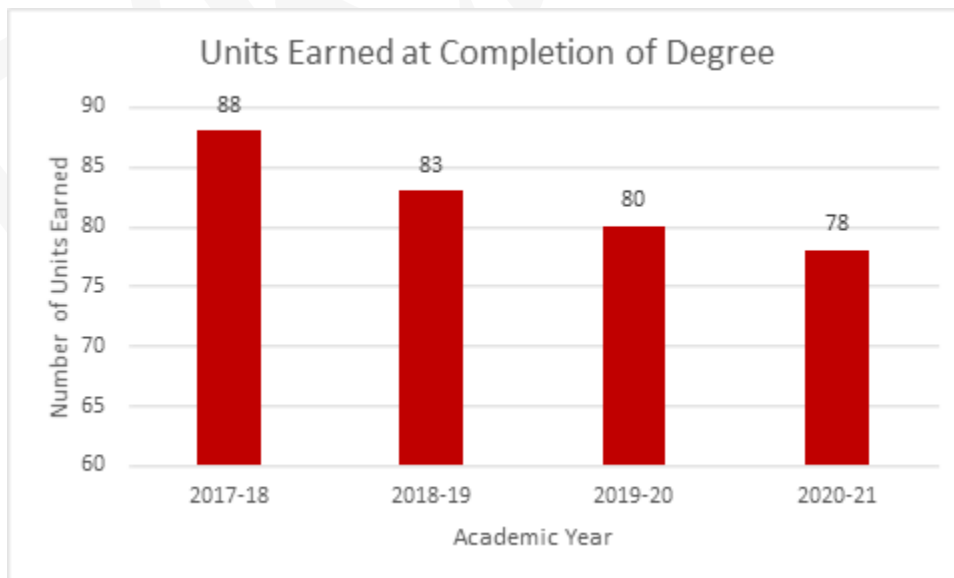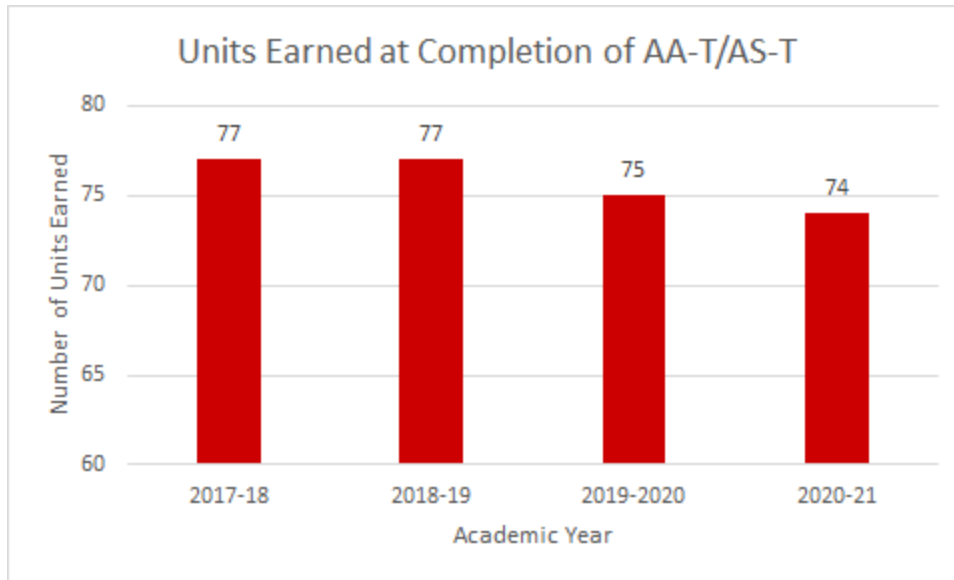
Additional data indicates that students' course selection is becoming more focused. Before the launch of the Program Pathways Mapper, 63% of students pursuing the largest ADT programs were considered "on path" in the 2016-2017 academic year. This percentage increased to 78% in the 2019-2020 academic year, the first full year that the program was available. (QFP2-25)

D. Fiscal Reporting

See Bakersfield College's most recent Annual Fiscal report below. The college is meeting all its fiscal goals, and Financial Aid default rates are within acceptable rates for community colleges. Bakersfield College is not on enhanced fiscal monitoring. This year's annual report differs from previous fiscal reports due to the addition of new financial streams, such as HEERF funding, which has expanded our ability to assist students in achieving their academic goals.

ACCJC 2020 Annual Fiscal Report