California Department of Finance
Awards for Innovation in Higher Education

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Application Abstract
2013 was a year of institutional capacity building at Bakersfield College (BC) focusing on college-wide learning and leadership development. This set the stage in 2014, for substantial innovation and change driven by an urgent vision to improve student success. BC moved to disrupt the status quo and radically cultivate new approaches for educational progression from kindergarten through post-graduate employment by building durable and responsive networks with community partners. Fiscal sustainability, a focus on data, and research-based practices were fundamental to this work. To improve the 15% baccalaureate attainment rate in a community with staggering levels of poverty (22%), BC inserted itself into the entire educational continuum. No longer waiting to welcome or manage whoever shows up, BC is working in new and collaborative ways, with regional high schools as well as groups like the NAACP to foster generational shifts through dialogue with parents about the critical need to read to infants. BC is offering high-touch services for students who lack familial support structures. BC is using Multiple Measures to place students in higher levels of English and math, redesigning curriculum in basic skills to move students into college-level work sooner; in Career and Technical Education to ladder certificates to create degree pathways; in general education to reduce units so that disciplines can develop Associate Degrees for Transfer; and if approved, an Applied Baccalaureate in Industrial Automation. BC is positioned to realize these efforts because of a shift in leadership approach from hierarchical to distributed, aligned and grounded in connectivity.

Assurance and Signature
"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

Sonya Christian

Sonya Christian, President, Bakersfield College

January 9, 2015
Date

1- Context: Institutional Goals as Pathway to Higher Education Success

Community colleges are integral to equitable educational attainment. There are more underserved communities, economically disadvantaged, and students of color attending community colleges than any other segment of higher education. Promoting higher education attainment for these demographics is the key to California's future. This strategic goal is Bakersfield College's priority and vision driving institutional, instructional and student service policy changes.

Bakersfield College (BC) fundamentally shifted its work with every employee focused on student success to enact changes at every level of the college to enhance student success. Since January 2013 the college has moved away from traditionally slow and highly sequential planning and implementation cycles executed through organizational hierarchy toward a more agile approach creatively responsive and dependent on the campus community—holistically knowledgeable and connected, disciplined, rigorous, and fiscally sustainable. Similar to the so-called "agile" methods of software development that promote a development process based upon adaptive planning, evolutionary development, early delivery, continuous improvement, and rapid and flexible response to change, BC is on an exponential trajectory, gaining power through the connectivity of individuals linked across stakeholders and cross-functional teams.

This sense of a "community on the move" toward increased higher education attainment embraces external educational partners. BC and its partners believe that higher education is essential for Kern County to reverse poverty and high unemployment rates. The time is right. Community leaders are emerging and joining forces to provide the necessary effort to increase Kern's higher education attainment rate.

- **Goal 1 - Before BC:** Increase the number of high school students prepared for college before they come to Bakersfield College.
- **Goal 2 - Skilling Up:** Increase postsecondary attainment rates by "skilling up" students who arrive at the college underprepared.
- **Goal 3 - Transfer and Completion:** Increase the associate's degree completion rate, the rate of transfer to four-year baccalaureate degree institutions, and the rate of attainment for baccalaureate degrees.
- **Goal 4 - Equity:** Increase course completion rates, 30-unit completion rates (milestones), and transfer and degree completion rates for specific populations that are disproportionately impacted (as defined by the 80% rule or the proportionality index)
- **Goal 5 - Engaged and Distributed Leadership:** Create a climate of engaged and distributed leadership within the college and across the community, which is aligned, rigorous, and grounded in connectivity, fiscally sustainable, and focused on increasing the levels of educational attainment.

BC has a mature planning and governance system to regularly develop, review, and update strategic goals. In the last two years, BC's Strategic Plan has come alive through conversations across campus and external community groups[1]. The result is an elevated level of understanding across campus and the community, as well as clarity to operationalize and implement strategic goals. Institutional documents (Student Success and Support Plan, Equity Plan, Educational Master Plan) show a shared vision and common goals with outcomes identified that move the dial on student achievement and close achievement gaps.

1 Community Leaders gatherings: https://www.bakersfieldcollege.edu/president/community-leaders-at-bc

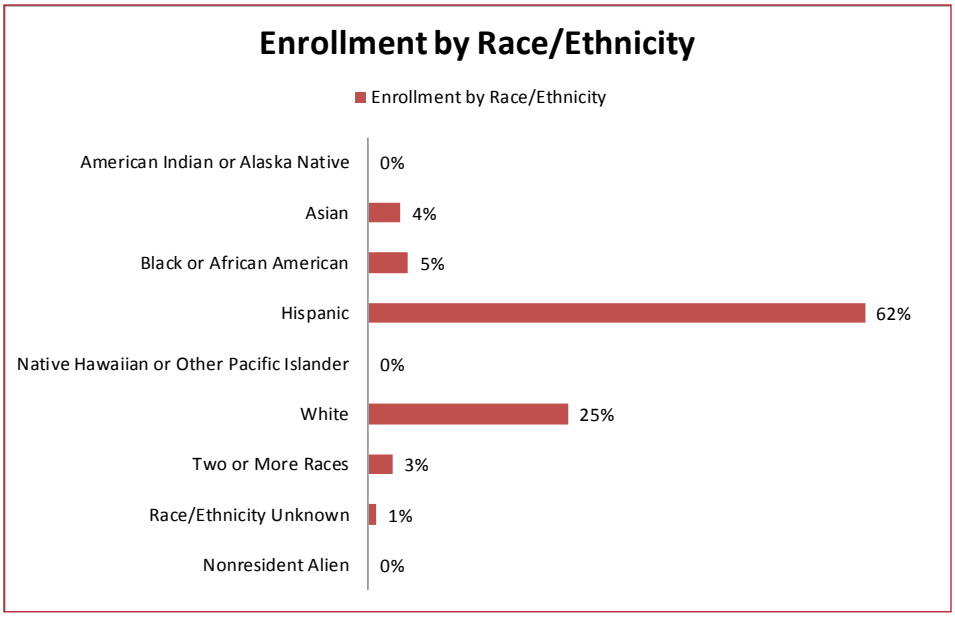
2- Context: Statistical Profile of Students Served

Kern County Context. Bakersfield College is the largest of three colleges in the Kern Community College District (KCCD), geographically the largest community college district in the U.S., fed primarily by Kern High School District, California's largest 9-12 district. This educational pipeline spans California's southern, primarily rural, San Joaquin Valley[2]. Key regional characteristics combine some of the highest rates of poverty and unemployment and lowest educational attainment rates in California. Educational opportunity in this rural frontier is paramount. For more than a century the Kern High School District and Bakersfield College have served this rural communities' educational needs.

Census Bureau Factors	*United States*	*California*	*Kern County*
Persons in poverty	14.5%	16.8%	23.7%
In civilian labor force age 16+	63.8%	63.7%	59.0%
High School Graduate	86.0%	81.2%%	72.4%
Bachelor's degree or higher, percent of persons age 25 years+, 2009-2013	28.8%	30.7%	15.0 %

BC Campus Context. Bakersfield College served 24,423 students in 2013-14 that enrolled in classes at the main campus, downtown and rural centers[3] as well as online. BC's satellite centers provide classes in Wasco, McFarland and Arvin, where transportation represents significant barriers to higher education.

Student Demographics. Bakersfield College's students represent the distinct and diverse microcosm of California's Central Valley. BC's Fall 2013 student body was 62% Hispanic, 25% White, 5% African American, 4% Asian, 3% two or more races, 1% unknown and just approximately 0.45% American Indian or Alaskan Native[4]. Bakersfield College is a federally designated Hispanic Serving Institution (HSI). Females make up 54% of BC's students. The largest percentage of Bakersfield College students, 37%, is aged 20-24 and nearly one-quarter of the students



2 Employment is powered by agriculture, oil and gas, manufacturing and logistics industries. The region's population has grown 16% to about 2.27 million in the last decade.

3 California Community Colleges Chancellor's Office (CCCCO) Datamart statistics. Report Run Date As Of : 12/26/2014 9:07:32 PM, http://www.cccco.edu/

4 IPEDS data http://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx?unitId=acabb4b3acb4

are aged 19 or younger, the majority of which are first-generation students, representing the valley's future. In fall 2013, 1.6% of the student body comprised of 322 Veterans, and 66 military on active duty or reserve. Nearly 1% of the students are Foster youth (228 spring 2014).[5] Approximately 4.7% are identified as students with disabilities. About 66% of BC students, 16,082 students, count on financial aid to help achieve their educational goals. According to IPEDS, 76% of full-time BC students beginning post-secondary education for the first-time at BC are on financial aid (55% with federal Pell grants). Outstripping this is the fact that economically disadvantaged students have a SPAR (Student Progress and Attainment rate[6]) of only 36.6% compared to 47.7% for those not economically disadvantaged[7].

Disproportionate Impact. BC's recent Student Equity plan identified areas of disproportionate impact[8]:

- African American and American Indian student completion of educational plans.
- Course success for first time 18-19 year old and African American students.
- 30-unit milestone completion for African American and Hispanic students.
- Remedial course completion for African American, DSPS and Economically Disadvantaged students.
- Degree completion for African American and 20-24 year old students.
- Transfer rates, particularly for Hispanic students that become transfer-ready at high rates but transfer at disproportionately low rates.

Factors Kern Partners can Influence. The palpable yet invisible barriers limiting Bachelor's attainment include cultural and familial responsibilities, transportation, and inadequate guidance. These barriers are all trumped by financial need where student aid is available but unattainable due to a maze of requirements and paperwork. These factors can be mitigated through practice and policy changes. Partnerships with California State Unversity, Bakersfield (CSUB), South San Joaquin Valley (SSJV), California Student Opportunity and Access Program (Cal-SOAP), Kern High School District (KHSD), and California Partnership for Achieving Student Success (CalPASS) provide access, data and financial support. BC's curricular work reducing the timeline for remediation and gaining approval of 106 C-ID courses for transfer and 21 Associate Degrees for Transfer (nearly all accepted at CSUB) provide seamless pipelines. BC's pilot proposal for a Baccalaureate of Applied Science in Industrial Automation provides further innovative opportunity to meet local needs while addressing higher education goals.

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5 IBID CCCCO Datamart

6 SPAR specs at http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/2014%20specs.pdf

7 Students are designated "Economically Disadvantaged" if they received a Board of Governor's Waiver or PELL grant, are a CalWorks or Workforce Investment Act participant, or Department of Social Services client.

8 Specific goals, objectives and activities to alleviate disproportionate impact are linked to targets/metrics with details in questions 4-6 and appendixes C and D.

3 - Innovations: Innovative Actions Aligned with Goals Prior to January 2014

The year 2013 was, primarily, a year of institutional capacity building with a focus on institutional learning and leadership development. Enhancing student success and shifting college leadership from hierarchical to distributed focused our attention. The latter was accomplished through promoting leadership responsibilities among faculty and staff in key areas, for example, academic technology professional development and data literacy particularly for faculty leaders on campus. Further, under the leadership of the new president of the college, BC converted the existing complex Strategic Plan of the College into a brief Strategic Focus document to allow the entire campus community to engage with the strategic goals in a meaningful way. This clarity, along with a tidal wave of leadership development and learning opportunities on and off campus, led to work being embraced and owned by employees across campus.

Institutional Capacity Building

- Launched campus-wide Student Success Stewardship Team coordinating all committees and operational areas to target student success and provide professional development
- Launched student success website
- http://www.bakersfieldcollege.edu/student-success/
- Enabled data literacy through a team of data coaches serving as liaison to campus departments; conduits of information to and from the committee; participants in professional development, including qualitative and quantitative information focus groups; and engineers for systemic revision of resources to fill data needs.
- Hosted regional data summit with national keynote speakers.

Below are examples of work completed in 2013 with more details included in Appendix B:

Goal 1 - Before BC

One of the most important factors affecting degree completion at BC is whether students arrive from high school prepared to enroll directly in college-level writing and math. BC success rates[9] are vastly different for underprepared versus prepared students: underprepared student success was 34.8% in 2012-13 whereas prepared student success was 68%. Through campus-wide dialog related to student data, the college repurposed resources (existing staff time and new staff) to partner with high schools to raise student readiness for college work. The work is categorized in two parts:

Career Academies: BC completed preliminary work with partners in the outlying rural communities of Delano, Wasco, and McFarland (high Hispanic population communities) to establish college and career pathways for students starting in the 9th grade. When these students finish the 12th grade, they will have at least one year of college completed.

Outreach and Making It Happen (MIH): BC has developed multiple measures to better recognize prior learning that happened during high school. BC uses multiple measures to move students up the sequence of writing and math courses (Appendix B, p. 39).

Goal 2 - Skilling Up

The college worked on curricular redesign to accelerate students through their Basic English courses (Appendix B, p. 43).

9 Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.

A few obstacles emerged due to major changes in course names and units. Students, as well as Admissions, Placement, Scheduling, and Counseling faculty and staff, had difficulty navigating all the changes. Numerous cross-department meetings with Student Services and the Basic Skills faculty clarified the basic skills course changes, and new flowcharts helped to place students based on their individual remediation needs (Appendix B, p. 44-46).

Goal 3 - Transfer and Completion

CTE Pathways: This foundation was laid to ladder skills and competencies into educational pathways—Job Skills Certificates (JSC), Certificates of Achievement (COA) and associate degrees. The result of this foundational work can be seen in the response to question 4.

Rural Initiatives: As part of BC's equity agenda, the college focused on six rural communities—Delano, Wasco, McFarland, Shafter, Arvin, and Lamont—that surround the campus.

Associate Degrees for Transfer (ADT): BC implemented a systematic approach to develop degrees, including curriculum clinics and one-on-one support. An unexpected challenge was the 60-unit limit for the degrees and the general education course requirements that support transfer degrees. High-unit degrees like Business Administration, Computer Science, and Early Childhood Education would not have been possible without reduction of units in required courses within the discipline and in general education courses. Faculty faced the challenge of reducing units, maintaining course rigor, and aligning course content with the state required C-ID course curriculum.

Baccalaureate of Applied Science: The president of the college, CTE area faculty, and the Academic Senate initiated discussions on the potential of offering an Applied Baccalaureate degree if SB 850 became law. This effort resulted in BC submitting a proposal in December 2014 to be selected as one of the 15 pilot colleges to offer an Applied Baccalaureate, specifically a BAS in Industrial Automation.

Goal 4 - Equity

BC hosted an Equity Summit with 79 attendees and16 registered live-stream participants. The fall Opening Session included a continuation of this initial summit called "Poverty 101." These discussions set the groundwork for the detailed Equity Plan developed in 2014.

Goal 5 - Engaged and Distributed Leadership

BC's new president brought urgency to the work related to student success with a laser focus on outcomes. BC developed a public Institutional Scorecard[10] that posted not only the data, but also the college response to the data and collaboratively developed targets for key metrics. In addition, the president created a group of faculty and staff with interest in data (data coaches) who were trained in accessing data and available to discuss data and analyze critical needs from the Community College Survey of Student Engagement (CCSSE), as well as enrollment data, equity, and disproportionate impact. The president also launched college-wide summits (Learn@BC!) that hosted well-known national educational experts. This sense of urgency coupled with focused campus dialog has empowered faculty and staff, rekindled passions, and mobilized the campus community for action.

10 BC Institutional Scorecard https://www.bakersfieldcollege.edu/scorecard

4 - Innovations: Innovative Actions and Replicable Changes Guided by Goals in 2014

Spring 2014 began a time of substantial innovation and change at BC. Our college president promotes well-designed innovation and exudes patience with the disruption produced. The important changes to policy and practice were possible because of the deep institutional capacity building through institutional learning and leadership development that occurred in 2013 within the campus and with community partners. These sustainable practices evolved due to the strength of partnerships built, professional development assuring research-based practices, a focus on owning data, a drive to improve student success irrespective of available funding, and systemic changes that disrupted the status quo and built new policies and practices based on student success along the K-16 educational pipeline. The time was ripe for BC to address and radically alter the way education was conducted with a new vision and conduit for educational progression from kindergarten through post-graduate employment.

The educational pipeline, largely theoretical to this point with unconnected effort, began to link across the college, the community and with external partners. BC focused on a cohort of 500 Cal-SOAP students, but because these students represented our most vulnerable, the assumption was that any success would be even more readily experienced by those outside the cohort. The work with this cohort was named Making It Happen (MIH) which will be scaled up in 2015 to 1500 students and in 2016 to all first time full time students. We were excited when we received notification that **BC received the Board of Governors (BOG) 2014 Exemplary Program Award for the MIH Program focused on student success**.

Goal 1 - Before BC

Career Academies: In rural communities (Delano, Wasco, McFarland), BC created a dual enrollment Associate of Science in Agriculture degree pathway between Paramount Academy, Wasco High School, and McFarland High School. Students in the Ag Academy take college-level courses through the ninth, tenth, eleventh and twelfth grades, which guarantees the completion of at least the first year of college. This is made possible with a partnership between industry and education.

Outreach and MIH: BC's partners came together to work on the MIH. See the role played by each partner in this effort:

- CalPASS Plus data revealed students were operating below grade level, beginning in the third grade.
- Cal-SOAP provided BC a cohort of 500 students selected by financial and first generation characteristics and willingly shared their knowledge and experience working with these students in high school.
- Kern High School District (KHSD) invited BC into their meetings and partnered to share knowledge and collaborate to reach students about higher education and Habits of Mind (HoM) before they arrived on the BC campus.
- CalPASS Plus shepherded a multiple measures pilot throughout the state and helped BC to move ahead of the pilot colleges with an implementation beginning one year early.
- KHSD reviewed the data and concluded that redirecting students to four years of Math and implementing Expository Reading and Writing Course (ERWC) for the senior English course was the most beneficial preparation for students to succeed in higher education. This curricular change will have a direct impact on placement levels using multiple measures.

Multiple Measures, Placement Testing and MIH: Underprepared students at BC represent a growing percentage of first-time students (84% in 2013-14)[11]. National research indicates that placement

11 CCCCO Scorecard Prepared/Underprepared status determined by student registration in remedial courses.

testing may result in a 25% (or higher) misplacement of students—predominantly placing students too low. Research at Long Beach City College (LBCC STEPS study) and a follow-up study of 11 colleges, including BC, indicate high school transcripts are more predictive for course success than placement scores.

A pilot implementation project for BC multiple measures, in collaboration with CalPASS Plus, the California Community Colleges Chancellor's Office (CCCCO), and CSUB's Cal-SOAP project[12], created a cohort of over 500 students in the MIH project. A workgroup created abbreviated Student Education Plans (aSEP), which included any necessary Math, English and Reading pre-collegiate courses in the first semester, for each of the students with complete information available, based upon BC Achieving the Dream[13] data that indicated students who complete Math and English in their first semester and students completing a Student Education Plan (SEP) are more likely to succeed.

The data revealed that testing on the high school campuses with the same tests and procedures produced higher placements, particularly in Math and less so in English. Reading placement remained the same. Students placing into transferable college-level Math increased 9% and 2% in English. The smaller increase in English is still a statistically-significant improvement. The improved placement test results moved 199 students into transfer level Math and 65 into transfer-level English, representing a total of 264 students placed higher due to testing location.

Multiple measures further improved the placement of 68% of students (307/454). Some students were bumped up in more than one discipline (e.g. English and Math). Some students were both bumped and directed into accelerated courses. There were 361 placement bumps among the 454 students and 199 directed to accelerated or compressed courses among the 454 students, for a total of 560 bumps, accelerations or compressions. Overall, 571 tested into or were placed by multiple measures into higher level courses, which should result in faster progress to college-level outcomes. In addition to the students saving time, it will reduce credit accumulation and loss of financial aid.

This project represents a savings in student time of over 824 16-week semesters and efficiency for the college where unnecessary remedial coursework is eliminated (Appendix C, p. 47).

Goal 2 - Skilling Up

Redesigning Basic Skills and Providing Additional Instructional Support: BC has created numerous new remediation pathways in Academic Development, English and Math to accelerate or compress the curriculum to get students to college level more quickly. In 2014, BC offered multiple sections of the Learning Community compressed/stacked and accelerated basic skills courses. BC also served thousands of students through academic support programs such as Summer Bridge, Tutoring Center, Writing Center, Student Success Lab, Supplemental Instruction, Mesa, STEM, African American Male Mentoring Program (AAMMP), Critical Academic Skills (CAS) workshops, and Library workshops (Appendix C, p. 47).

Summer Bridge: Four sections of Summer Bridge were offered, specifically targeting and recruiting at-risk, first-generation incoming freshmen. The MIH cohort was the primary group targeted. This Bridge finished with 100% retention and 89% success (students who successfully completed a comprehensive education plan). Students' family members joined students, faculty, and staff for a

12 Cal-SOAP: The California Student Opportunity and Access Program (Cal-SOAP) was established by the state legislature in 1978. BC Cal-SOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors-in-training through the college application process.

13 Achieving the Dream data analyze the success rates of students based upon locally defined variables.

closing summer bridge ceremony and BBQ.

Contextualized learning models were incorporated as part of a C6 grant from the Department of Labor (DOL). Basic skills practices have been incorporated in the area of Career Technical Education. This project targeted different models throughout the region to strengthen basic skills in students entering with deficiencies in Math and English. BC has implemented many of these models in our programs and plans to use other sources of funding to sustain the activities implemented through this project.

Goal 3 - Transfer and Completion

Early Alert: Students often fall behind early in the semester and get frustrated because they don't know where to attain help; some drop out or earn Fs. Early Alert actively seeks those who need help rather than waiting for those students to ask by engaging the active participation of classroom faculty. In fall 2014, 59 faculty sent 521 alerts on 506 students. This program allows the faculty to steer their students in the right academic direction while holding the students responsible for their success as well.

In order to achieve student success through early intervention, the college's support services are vital. While faculty is the starting point of the process, support services administer the help that is needed. For example, 114 alerts went to the tutoring center, 131 alerts for test-taking skills, and 171 alerts for study skills. Alerts went out not only to the support services but also to the MIH mentors so that they would know the progress of their mentees. The academic counselors and advisors help students develop their student education plans (SEP) that lead to greater chance of success.

Rural Initiatives: In the fall of 2014 a program manager and a counselor were assigned to the Rural Initiative. The counselor helps students connect with local mentors who connect students with opportunities that they can participate in locally after graduation. In addition, the North Kern Adult Education Alliance was established to address adult education program needs in northern Kern County. This alliance links the North Kern high school districts (Delano, Wasco, and McFarland) and BC. The alliance's goal is an adult education system that provides the academic and career skills needed to prepare local community members for post-secondary education and/or employment.

Developing Career Pathways (Job Skills Certificates, Certificates of Achievement and Associates Degrees): To support degree attainment within Career Technical Education programs, curriculum was strategically restructured into sequential, stackable designs. For example, the Electronics Technology program provides four Job Skills Certificate (JSC) options that can be stacked to provide the curricular base for the Electronics Certificate of Achievement (COA). General education courses can be combined with the COA to meet the requirements of the Electronics Technology A.S. degree. Students then are prepared for transfer to a four-year university with an Industrial Technology major.

Associate Degrees for Transfer (ADT): BC has 21 ADTs approved by the state. BC faculty provided statewide leadership in the discipline-specific review processes in the fields of Art, Psychology, Music, Geology, and Biology. BC has 107 courses approved through the state CI-D review process. In fall of 2014, faculty and administrators in Philosophy and Chemistry met to discuss high-unit courses and course requirements for the ADT in Chemistry. The dialog led to a 4-unit philosophy course being reduced to 3 units to support the chemistry transfer degree (Appendix C, p. 47).

Pre-Law Program: Students interested in BC's pre-law program submit application documents,

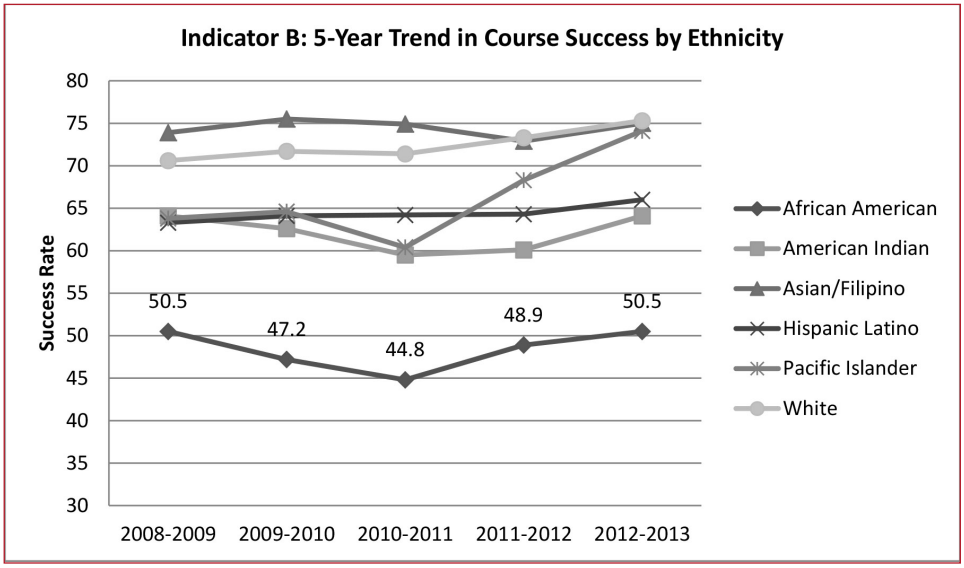
attend a program orientation, and submit an educational plan. An advisory council of legal professionals in the Bakersfield community advises BC on matters related to the pre-law program, as well as supports students through mentoring and internship opportunities.

Bachelor of Applied Science in Industrial Automation: The Engineering and Industrial Technology Department consulted with industry partners and examined state and regional economic data to determine if a Baccalaureate of Applied Science (BAS) in Industrial Automation degree would be optimal in providing the education and training to meet industrial needs in the BC service area. With support from the community, the college established an advisory board that guided the faculty in identifying learning outcomes for the BAS program, which were mapped to Institutional Learning Outcomes and used, along with the Automation Competency Model developed through the US Department of Labor Employment and Training Administration and the Automation Federation, to construct course descriptions for upper division technical courses required in the BAS degree. To meet the outlined Program Learning Outcomes (PLOs) for the BAS in Industrial Automation, the department crafted curriculum rich in advanced technical skills and GE breadth to prepare students with deep technical skills as well as critical thinking and communication for employment in various local and regional industries. In addition, a detailed semester-by-semester educational plan was developed for incoming freshmen, sophomores, juniors and seniors, along with a predicted enrollment model for the eight years of the pilot program.

Goal 4 - Equity

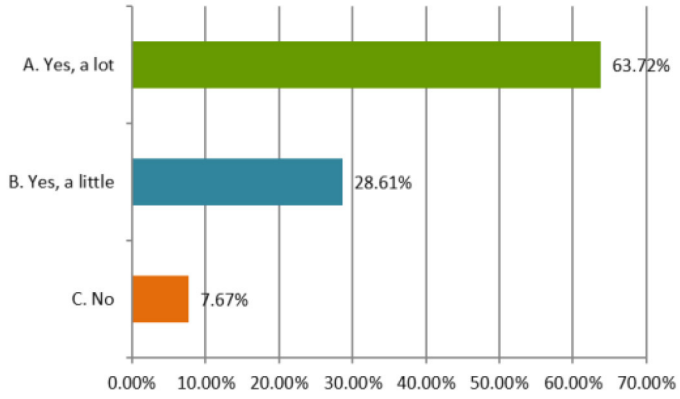
Equity Plan

BC completed an equity plan using data coaches and an equity team. The plan has specific goals and interventions for target groups and an awareness of major issues. The plan is organized around five equity indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For example, in the category of course completion, the five-year trend in course success by ethnicity revealed that African Americans are disproportionately impacted. In response, BC initiated interventions (Appendix C, p. ##) with specific targets to close this achievement gap. The 142-page Equity Plan summary details equity goals to close the achievement gap (Appendix C, p. 50).



Examples of Campus Discussions: On April 3, 2014 BC hosted a regional Learn@BC! conference titled Equity and Inclusion. Katie Haycock, president of Education Trust, was the keynote speaker. Another example is the series of showing of the film *First Generation* for BC faculty, staff, students as well our high schools partners. The first generation initiative generated significant discussion and laid the groundwork to better understand the issues faced by our first-generation students. The bar graph shows the results of the survey completed by participants in response to the question: *Did watching the movie change any of your thinking about things you could do to help first generation*

students? (Appendix C, p. 55).



Social Justice: BC continued the discussion from our fall "Poverty 101" session through multiple showings of the film *First Generation.* Some of the stories featured our own college students. We also coordinated efforts with CSUB in their showings of *Camps to Campus*, a movie detailing the lives of migrant farm families as they transition from the migrant camp to college.

Goal 5 - Engaged and Distributed Leadership

BCLearns! The work started in 2013 continued in a grander manner in 2014. There were more internal BCLearns! events. Some examples of traditional workshops included adjunct faculty orientation and cross training for staff to learn the new updates in computer programs. We also offered workshops in technology, social justice, and Habits of Mind (Appendix C, p. ##). This year, based on faculty feedback, the Technology, Innovation, and Professional Development (TIPD) program began a technology one-to-one program, where faculty can benefit from personalized training and help on any technology or teaching topic they choose.

Learn@BC!: In our second year, we offered six separate full-day conferences (Appendix C, p. ##). These additional offerings provide a new dimension of community partnerships, as evidenced by the Agriculture Summit workshop. The Title IX and Excellence in Trusteeship conferences featured familiar Kern County state and district leaders, allowing opportunity for student and employee interaction.

Certification for Mentor and Data Coaches: In 2014 BC formalized the requisite skills needed to be a data coach and a mentor. These skills were identified and codified and seminars were developed for faculty and staff. When a series of these seminars were completed, the data coach or mentor got certified. This qualified them to take on institutional projects for which they were given a small honorarium.

Data Coaches

1. Helped format and determine metrics for the institutional scorecard.
2. Contributed to the Data Summit in logistics, presentations and content.
3. Reviewed 2011 CCSSE data, Achieve the Dream data and Student Services data.
4. Distributed over 1000 CCSSE surveys to students.
5. Reviewed equity data and determined metrics for equity outcomes.

In the fall of 2014, we became members of the California Community College Council for Staff and Organizational Development (4C/SD), which provides information on current laws and potential legislation, workshops, examples of professional development, and resources for improving the work of flex and professional development committees. Our 4C/SD alliance provides our committee with the contacts and resources needed to better assist with professional development and flex activities on campus.

Community Partners: BC continued the work begun in 2013 to reach out to leaders in business, industry, government, and community, in small-group conversations. "Lunch and Learn"-style gatherings brought education and community together for an active discussion on education and the community. Discussions explored ways BC and these community leaders can work together to help improve the area's higher educational attainment rate.

All of these activities are directly linked to our goals, which are all steps toward increasing higher education attainment. In 2014, granular issues, all fundamental in achieving transfer and degree goals, were linked within the pipeline. More students should arrive better prepared through high school and be placed correctly, reducing unnecessary remediation courses (Goal 1). Remedial coursework was redesigned to reduce time to college level work (Goal 2). Courses were approved for C-ID making transfer of coursework easier, and ADTs were constructed to guarantee bachelor degree completion (Goal 3). An equity plan was written (Goal 4). Finally, BC developed its own bachelor degree proposal specific to the needs of our community and unavailable anywhere else in the state (Goal 5).

5 - Innovations: Vision for Continued Improvement and Innovation Beyond 2014

Moving into 2015 and 2016 BC anticipates that current discrete goals will start merging into fewer goals because of the work we have accomplished. Potentially there will be new technologies that we cannot predict, but since we have created a culture of adaptation and staying current, we will be able to incorporate them and adjust our work plans as needed. What are goals now will become normative for how we do work. As our institutional research reveals the most successful strategies we have piloted and as professional development leads us to additional opportunities, new goals will emerge.

While many activities will be a continuation of current efforts, others will be scaled up. Making It Happen (MIH) will expand from a relatively small cohort to all first-time students.

Scaling Up Making It Happen

2014-15	Cohort of 500 students
2015-16	Cohort of 1,500 students
2016-17	All first time students

MIH is an example of concerted efforts that work across goals. For example, MIH works with high schools on curriculum and placement (Goa1), with BC students whose skills need improvement (Goal 2), with curriculum redesign that helps students reach certificate and degree goals more quickly (Goal 3), and with mitigation of disproportionate impact (Goal 4). Such extensive work occurs because of the emphasis on distributed leadership (Goal 5).

Goal 1 and Goal 2 - Before BC and Skilling Up

Outreach and MIH: (Appendix D, p. 56).

- Administer the assessment/placement process in all high schools during the junior year to encourage students to take more English and Math courses their senior year.
- In addition to the AP and IB courses that are accepted as college-level, BC accepts a high school English course, which is taken during the senior year. We will develop a similar senior-level Math comparable to meet a college-level Math requirement.
- For the 1,500 incoming MIH cohort in 2015, each student, in addition to the a SEP will develop a weekly schedule that blocks out time for "study hall." BC is staffing up the Tutoring Center, Supplemental Instruction, the Writing Center, and the Student Success Lab. These venues will serve as the study hall for students to do homework in an environment that cultivates the habit of studying and doing homework. First-generation students, for example, often do not have a suitable environment at home for study.

Redesigning Basic Skills: Spring 2015, BC is offering 15 sections of the compressed and stacked courses and 24 sections of accelerated English, Reading, and Math, saving students the time, units, and money needed to complete Basic Skills pathways.

In 2015, BC will investigate including a noncredit basic skills option for students. In addition, BC plans to expand opportunities to take diagnostic tests in the Student Success Lab and provide individualized remediation paths to succeed in coursework and raise academic placement through retesting.

Alternative Learning Environment Using Open Educational Resources: BC's commitment to high-tech, high-touch education will be exemplified in the development of an Alternative Learning Environment, where technology will be used to support and deliver a customized, flexible learning experience that maximizes both student time and college resources. Using software that supports granular assessment and remediation based on specific learning outcomes, students will realize

a more direct path to readiness for college-level work. Supported by relevant and innovative communication strategies and data-driven, just-in-time seminars and tutoring services, this environment will rely heavily upon the use of open educational resources.

Goal 3 - Transfer and Completion

Rural Initiatives: BC is working with the Delano Joint Union High School District to implement the Get Focused . . . Stay Focused initiative. Students receive information to develop a long-term goal called the 10-year Career and Education Plan and earn college credit. Once the program is piloted in Delano, it will be offered to other rural high schools.

Also under consideration is an Early College High School Program through Robert F. Kennedy High School, located next door to the BC Delano Campus. The Delano Joint Union High School District has proposed something similar in the nearby rural community of Earlimart, home to another underserved and impoverished population.

Bachelor of Applied Science in Industrial Automation (BAS): If the college is selected to participate in the pilot, the curriculum approval and accreditation substantive change processes will begin right away. The BAS junior year cohort will begin in 2016.

Goal 4 - Equity

Social Justice and Faculty Academy: In Spring 2015, BC will launch The Institute for Social Justice, including its Equity Leadership and Learning Academy (ELLA)—an exclusive curriculum designed for BC faculty and staff to explore how inadvertent biases in policies and practices create unintended barriers to equal student access and opportunities for success (Appendix D, p. 56).

EquityTV with BC: A fusion of radio and television, weekly webstream broadcasts start on January 19, 2015, and continue through mid-May 2015, with the option to renew the contract. The 14-week schedule will employ a four-topic rotation[14]. Each topic has a lead BC staff member to assist in the identification and booking of guests, as well as with the development of key points of information for the broadcast.

Goal 5 - Engaged and Distributed Leadership

The engaged and distributed leadership method will become the norm at BC. We will continue to strengthen the BCLearns! and Learn@BC! initiatives. We will continue with conferences like the Instructional Technology Conference with keynote from Michael Wesch on Feb 5, 2015 and the Equity Conference on April 23, 2015 (Appendix D, p. 61). BC will continue to be adaptive, flexible, rapid in response, yet disciplined and rigorous in our approach.

14 The schedule promotes specifically college-issues for African Americans, Latinos, Veterans, and Foster Youth.

6 - Innovations: Decreased Costs Resulting from Innovation Activities

The innovation described in questions 3, 4, 5 will reduce costs to the students and the state primarily as a result of students taking fewer credits to reach their academic goals. The reduction in credits can be attributed to:

- students being placed in higher levels of math and English when they transition from high school to college and not having to remediate or
- the Associate Degree for Transfer (ADT) now requires fewer credits than in the past.

Multiple Measures and Cost Savings: Testing students in high school rather than at the college led to students placing at higher levels. 199 students placed into transfer level Math and 65 into transfer level English, representing a total of 264 students beginning as college-ready. (Appendix E, p. 62). In addition, the use of multiple measures shows that 307 students were placed in transferable college courses rather than basic skills. Using an average of 3-6 units at a cost of $46 per unit, those students saved an additional educational cost of $42,366 to $84,732. In addition, the instruction costs savings to the institution at adjunct faculty rates equates to approximately $70,171. These savings are in addition to the amount of apportionment received from the state for FTES.

Associate Degree Transfer: In developing ADTs, the total number of credits for many degrees was reduced to 60 credits. This shift has resulted in savings for students since they will pay a lower tuition for the course. The state apportionment for the course will also be less than in the past since the FTES generated will be lower for the course. See table for calculations related to the ADT in Computer Science.

Associate Degree Transfer (ADT): Computer Science Degree					
	Units Required Before Redesign	Units Required After Redesign	Per Unit Cost	Adjunct Instructional Costs Savings	Total Costs Savings
Per Unit/Adjunct Instructor Costs			$46	$4,000	
Computer Science Degree (units required in major)	35	28	($1,253)	($2,667)	($3,857)

Low Cost Bachelor's Degree: If the BC bachelor's degree in Industrial Automation is approved, the student could complete a bachelor's for $5,520 in tuition compared to $21,888 for an average CSU bachelor's degree.

These combined strategies of curriculum redesign, on-site high school placement testing, mentoring, classroom interventions and a local Bachelor's degree will produce greater efficiency in financial aid resources, faculty and classroom resources and the costs of instructions. BC is on a trajectory to further reduce the time for students to engage college transferable courses and thus the costs of the students' education as student progress toward their college degrees.

7 - Innovations: Monitoring and Mitigating Risks and Tradeoffs

BC views education as a continuum, one that begins earlier than formal schooling. Learning and development is a lengthy process and begins the minute children are born with the vocabulary they gain during infancy. BC has begun efforts to insert itself into this entire continuum. No longer waiting to welcome or manage whoever shows up, BC is working in new and collaborative ways, including with regional high schools as well as groups like the NAACP, to engender generational shifts through dialogue with parents respecting behavior and infant children. BC is using multiple measures and compressed or accelerated courses to move students through basic skills classes more efficiently. BC is offering more and more high-touch activities and services to identify and aid students who might otherwise be lost in the system because they lack familial support structures. BC is redesigning curriculum in basic skills to move students into college-level work sooner, in Career and Technical Education to ladder certificates to create degree pathways, in general education to reduce units so that disciplines can develop Associate Degrees for Transfer (ADT). BC is also addressing the baccalaureate level to capitalize on the opportunity to offer an Applied Baccalaureate in Industrial Automation—not available in the state of California—to meet regional industry needs. BC is positioned to realize many of these efforts because of a shift in leadership from hierarchical to distributed and an emphasis on professional development and data management to effect positive change.

These changes offer risks or trade-offs that are vigorously debated on campus. There is also a sense that there are risks and trade-offs that cannot be anticipated at this point. However, BC is committed to bold action rather than a "wait and see" or "let's approach the change cautiously and take time to plan" position. The abysmal completion rates across California, especially for our students of color and those who are in lower socioeconomic status levels, propel our assertive action. BC is rapidly moving ahead with confidence, alignment, discipline and rigor, with an eye to monitor success regularly and mitigate problems by making mid-course corrections. Here are some examples organized under the five goals:

Identifying, Monitoring and Mitigating Potential Risks and Tradeoffs

Goal 1 - Before BC

- Using multiple measures and compressed or accelerated courses to move students through basic skills classes more efficiently offers promise, but each has the possibility of pushing students too far too fast. BC will continue its study of each and their impact on student learning and success.

Goal 2 - Skilling Up

- Offering many more high-touch activities and services to identify and aid students who might otherwise be lost in the system must be weighed against offering more sections of high-demand classes and classroom experiences that continue to challenge students to learn. BC will continue its study of each to determine their impact on student learning and success.
- California Community Colleges are legally obligated to spend 50% of expenditures directly to classroom faculty salaries. Given first-generation, low-income students who are not ready to engage with the learning in the classroom, the repurposing of resources outside the classroom to provide the needed support could negatively impact BC's compliance with the 50% law.

Goal 3 - Transfer and Completion

- When we are attempting to gain more numbers of baccalaureate attainment, we risk getting

caught in the trap of compromising quality and our fundamental mission of learning. When BC concentrates on measuring student achievement, it risks losing focus on student learning outcomes work. BC is already aware of the need for balance. It has four data strands identified in the Renegade Scorecard: Student Learning (SLO/assessment), Student Achievement (progression and completion), Operational Data, and Perception Data such as surveys and CCSSE. Note that the first data strand is on student learning and BC is committed to ensure that balance is maintained.

Goal 4 - Equity

- Taking an active role in community schools and service organizations in order to affect the educational pipeline at the parenting level runs the risk of disaffection in the community at the intrusive role BC is trying to play. BC needs to become even more involved and collaborative with its diverse service communities and avoid any sense of uninvited and external paternalism.
- All efforts, including emphasis on progression and completion along with student learning, have focused on identifying and working to ameliorate disproportionate impact on underrepresented groups. BC will continue to monitor student completion and success along with learning, as well as develop new ways, like EquityTV, to further engage the community at key points along the educational pipeline.

Goal 5 - Engaged and Distributed Leadership

- BC has moved from a hierarchical to a distributed model of leadership. Several risks exist: some are uncomfortable with the shift in or perceived diminishment of their power. Employees new to leadership roles step up and may "burn out." This is a work in progress and we will continue to monitor these risks.
- Supporting a comprehensive professional development plan bears potential risks, including fiscal sustainability. To minimize financial risk, Bakersfield College primarily relies on non-operational fiscal resources to support these events. Additionally, income from conference registration fees (collected from non-college attendees) further offsets the cost of hosting these learning events. Finally, BC is actively pursuing corporate sponsorship to co-host these conferences, thereby further reducing BC's financial investment.
- Employees attending professional development events on campus bear the risk of taking away time from direct contact with students, i.e., in the classroom and providing services. To mitigate this impact, employees are informed of learning events at least one semester in advance. This notice allows faculty, for example, the ability to secure substitute instruction during their absence or to schedule an alternate learning activity. For staff and administrators, advanced notice of conferences affords then the ability to adjust the department's workforce to ensure continuity of student services.

8 - Sustainability: Leadership, Institutional Commitment and Shared Vision

The student success movement at BC over the last two years has been built on the following strengths and assets: (1) developing an adaptive and agile mindset among employees; (2) strengthening interwoven networks of connectivity across the institution and community at large; and (3) repurposing existing resources to sharply focus on student success priorities. These three cornerstones naturally result in long-term sustainability.

Bakersfield College's distributed leadership style operating alongside traditional leadership and a system of increasing college constituents' knowledge base encourage a culture of innovation and adaptability. BC embraces leadership at every level by using distributed leadership in tandem with traditional leadership structures. Distributed leadership emphasizes praxis rather than traditional roles or functions[15]. In distributed leadership, individuals at varying institutional levels demonstrate the agility and knowledge-in-place to engage important issues, taking responsibility for goal achievement and task completion.

An example of distributed leadership is the Bakersfield College Administrative Transition Team (BCATT) that provides short-term leadership opportunities to employees interested in stretching their learning and abilities in new employment roles. By cultivating new leadership, Bakersfield College maintains the flexibility to generate a renewed intensity of output toward student success and equity goals. BCATT positions recently filled to support BC's student success innovations include Dean of Student Success and Pre-Collegiate, Director of Equity and Inclusion, and Student Success Program Manager. Nearly 60 employees applied for BCATT leadership positions, and 16 BCATT positions have been filled since the innovation's inception. In addition, champions have been identified and empowered to make things happen on various initiatives while residing in their traditional assignments. These leaders actively participate in student success initiatives and together generate a leadership knowledge base. The BCATT process has further developed among these employees the three cornerstones resulting in long-term sustainability: adaptive and agile mindset, connectivity, and a shift to sharply focus on student success priorities (Appendix F, p. 67-68).

BC's strong traditional leadership base is highly visible and accessible through systematic information-sharing. Since 2013, BC has continued to promote and prioritize the value of information sharing via learning opportunities. Through campus-wide collaborative efforts, a spirit and culture of innovative learning, thinking and practicing has emerged. The college employs campus-wide conferences, forums and community meetings, in addition to electronic communication that spreads intellectual capital throughout the institution and service community. These strategies represent a bold shift in culture at Bakersfield College. Where segmented workshops once provided information for a few select employees working in specific programs, today's full-blown campus conference provides national speakers, local experts, and engaged campus personal to share their experiences and engage others in the dialog of student success strategies. Attendance at campus events is actively encouraged for all employees, irrespective of position. This represents a direct culture shift in building a vast knowledge base and engaging all in the work of the institution. Additionally, leaders readily share knowledge and information orally, in writing, and through social media. The knowledge culture grows steadily among employees and community partners, empowering them toward strategic action and investment in student success. The amalgamation of these steps results in long-term sustainability.

Professional learning as information-sharing emanates from the college's Professional Development

15 Spillane, James P. "Distributed Leadership." The Educational Forum 69 Winter 2015: 143-150. Print.

Committee, organizing workshops to share student success strategies and build support for innovation. Workshops include integrating basic skills strategies into the classroom, introduction to the Early Alert System, and strengthening use of technology as a teaching tool. During the week preceding the opening of school 2014, workshops garnered 700 enrollments by over 350 employees, including faculty, classified, and administrative staff (Appendix F, p. 69).

The growth of BC's leadership and knowledge base is an asset in engaging community partners in the college's work of student success. The college has partnered with 40 leaders in the African American, Latino, and Veterans communities who took on mentorship roles with students. Mentors are matched with current and potential students who are engaged and inspired to access higher education. Students hear from, visit, and tweet a question to a leader within their community. The leader is a role model who overcame personal and societal obstacles to earn a college degree. In addition to mentors, local organizations within the target communities partner with the college. For example, in the African American community local fraternities like Alpha Phi Alpha and sororities such as Alpha Kappa Alpha Sorority, Inc. and Delta Sigma Theta, and community organizations such as the LINKS, Inc. support students and provide civic engagement (Appendix F, p. 69).

One strategy to maintain this engagement is EquityTV, as referenced earlier in this document. EquityTV covers issues on higher education attainment among the African Americans, Latinos, Foster Youth, and other disproportionately impacted populations. The sessions feature key individuals from the community interviewed on varying topics related to equity. For example, through EquityTV, a local business owner who is a member of the Kern County Black Chamber of Commerce can share his or her perspective and advice to students on succeeding in college.

BC's pre-law program and rural initiatives demonstrate innovation and increased community partnerships (Appendix F, p. 69). The program is supported through administrative and faculty leadership, as well as commitments by local professionals and critical stakeholders. A cadre of 23 other community colleges, six participating universities, and the State Bar of California are committed to mutual collaboration, support, leadership and sustainability of this program. Likewise, BC's rural initiatives enhance work and existing relationships with application participants and expand relationships with the six rural cities that surround BC (Appendix F, p. 72). With Building Healthy Communities, for example, BC is generating a college-going culture with parent college nights (fall 2013, spring 2014) and an educational summit (fall 2014).

As stated in BC's most recent Achieving the Dream report, engagement efforts including campus focus groups, student success and equity conferences, and faculty mentoring are assets integrating BC's student success vision campus wide. Community engagement such as the pre-law program, rural initiatives, and outreach to our service area's underrepresented populations combine with campus engagement to sustain the college's culture of innovation and adaptability (Appendix F, p. 75).

9 - Sustainability: Engaging Stakeholders: Student, Faculty, and Community Partners

In its February 2014 accreditation report, ACCJC commended Bakersfield College for its community connections:

> *The Team commends the College President for her enthusiasm, community spirit and speed in which she was able to bring the vast range of college services and educational programs into the conversations with local community and business leaders. As reported by one Chief Executive Officer of a local business organization, the College is now an important resource that is available to the community because the College President has taken the time to bring that message and those resources into the Bakersfield community.*

Community support for BC is remarkable. In the recent submission for the Applied Baccalaureate Program, BC received over 70 statements of support from local CEOs and community organizations (Appendix G, p. 77).

The BC community is deeply networked internally and externally. Through text messages, tweets and blogs, the network regularly activates to respond to various issues and interests. For example, when our student body president attended a community forum on the impact of addiction on high school students and educational advancement, he immediately activated the integrated network and mobilized a team of faculty and administrative leads to respond. In January 2015, the CEO of Kern Taxpayers Association emailed the president about interest from the Logistics Industry to start career academies at Arvin and Shafter High Schools to create a pipeline into BC's proposed Applied Baccalaureate degree. In a matter of minutes, the president involved the superintendent of Kern High School District and a team from several partner organizations to "make this happen" by fall 2015. These stories represent normative behavior for a college and community increasingly adaptive, rapidly flexible, responsive to change, and simultaneously rigorous and disciplined in approach.

BC's involvement in the AB 86 regional adult education initiative is illustrative. Working with nearly 30 educators in the Kern Consortia Regional Area from districts throughout Kern and Tulare counties (Appendix G, p. 79), BC is addressing unique pre-collegiate needs of adult learners to close achievement gaps. BC representatives identify and employ approaches proven to accelerate student progress toward academic or career goals, e.g., contextualized basic skills and career technical education. Other strategies reduce the duration for adult learners to progress through educational pathways. BC will formalize agreements with the adult school to maximize articulation and generate cooperative curriculum design, aligning course content with college requirements.

Frequent and relevant communication with stakeholders is a vital aspect of BC's engagement strategy, evidenced by coupling traditional media outreach with new media opportunities including blogs, vlogs, and social media marketing via Facebook, Twitter and Instagram. Gatherings of community leaders in 2014 addressed our work in SSSP and Equity. Examples include High School Principals and Superintendents Breakfast, African American Community Leaders, National and State Legislators Forum, and Latino Community Leaders gathering (Appendix G, p. 78).

10 - Sustainability: Fiscal Sustainability and Innovation and Institutionalization

No additional financial resources will be required to sustain the activities. BC has strategically used external one-time funding for innovation. BC's approach to securing resources to innovate and then move to institutionalization within the existing budget is built on the following principles: (1) Capitalizing on external funding to innovatively redesign how we do our work (federal and state grants, private philanthropy, categorical allocations) for 2-3 years to help with the development, (2) Repurposing existing resources on an ongoing basis to support priorities, and (3) Developing enterprise units to create additional revenue streams.

Principle 1: Capitalizing on External Funding to Innovatively Redesign

Responses to questions 3, 4, and 5 of this application give examples of how BC has shifted our work with high schools to positively impact students' preparation before they come to BC (Goal 1); redesigned basic skills preparation and expanded academic support services for students (Goal 2); developed laddered pathways for students from Job Skills Certificates to Baccalaureate Degrees (Goal 3); developed an equity plan to focus on closing the achievement gap for subpopulations that are disproportionately impacted (Goal 4); and created a culture of engaged and distributed leadership within the campus and across partners within the community (Goal 5). Most of the resources that have funded the development of these innovative activities have come from external sources: federal grants (examples: Department of Education, HSI STEM grant; Department of Labor (DOL) C6 grant); state categorical programs (BSI, SSSP, Equity); and private philanthropy. Should we receive the award it will be used in a similar manner to further innovation and not to sustain the ongoing work.

Principle 2: Repurposing Existing Resources With No Additional Resources Required

Human Resources: Repurposing of Human Resources can be categorized under (1) existing faculty and staff shifting what they are doing and also how they are doing it and (2) when vacancies arise, hiring faculty and staff looking at future needs and not just replacing these positions.

Technology: BC has prioritized the upgrade of technology infrastructure on campus to support several student success innovation activities and has shifted existing non-personnel funding toward this priority.

Principle 3: Developing enterprise funds to help augment BC's revenue streams

BC's infrastructure needs to be state-of-the-art in order to provide the necessary learning environment for responsive and rapid innovation; however the infrastructure is in a dismal condition and the learning environment, both physical and virtual, is in need of serious attention. The VP of Finance and Administrative Services is setting up enterprise activities that will in two years bring revenue back to the campus regularly for the maintenance and upgrade of infrastructure. For example, he has established an events department and BC has, in the last two years, expanded rentals of our facilities to the community. In the business model, 15% of the revenues annually will be reinvested in our facilities and technology infrastructure to keep the learning environment current and vibrant which is essential to facilities innovation.

11 - Evaluation: Process Improvement through Ongoing Evaluation

BC has systemic on-going evaluation through the Renegade Scorecard process, data coach analysis, robust annual program review process and strategic goals evaluation. The specific long-term goals cited will be externally evaluated by Dr. Peter Riley Bahr, Associate Professor of Education in the Center for the Study of Higher and Postsecondary Education (University of Michigan), who has served as a lead researcher for the CCC Chancellor's Office WestEd, EdSource and other organizations nationwide (Appendix H, p. 81).

Evaluation for Goal 1 - Before BC

Quantitative 1) Decrease the number of students enrolled in courses three and four levels below transfer by 20%. 2) Increase the first-time student course success (18-19 year old) rate in Basic Skills to 62.5%, just beyond the overall average of 62.36% by 2018.

Evaluation for Goal 2 - Skilling Up

Quantitative 1) Decrease time to college-level English and Math for students placed below college level by 5% annually. 2) Scale-up the number of students participating in interventions[16] by 5% annually for an overall increase of 20%. Use a regression analysis framework to examine the quantitative relationship between participation in each of these activities and student course success, net of other differences between participants and non-participants.

Qualitative 1) Analyze student survey and focus group data on effectiveness of interventions to determine improvements. 2) Increase 2014 CCSSE benchmark components for student effort and student-faculty interaction.

Evaluation for Goal 3 - Transfer and Completion

Quantitative 1) Increase Student Progression and Achievement Rates known as SPAR[17] for six-year underprepared cohort by 10% and overall BC SPAR rate by 8%. 2) Acquire final approval of and make available a four-year track Bachelor of Applied Science degree in Industrial Automation. 3) Proportionally increase CID (transfer approved courses) and ADT (transfer degrees) as the state completes templates.

Evaluation for Goal 4 - Equity

Quantitative 1) Increase the number of students with comprehensive student education plans, specifically African American and Native American students. 2) Increase course success, particularly for African American students. 3) Increase 30-unit milestone for all students but especially for Hispanic students.

Evaluation for Goal 5 - Engaged and Distributed Leadership

Qualitative 1) Determine baseline and targets for the Achieving the Dream self-evaluation tool for measuring institutional capacity. 2) Determine baseline and targets for the Distributed Leadership Inventory (DLI) Analysis. 3) Increase participation and improve evaluations from BCLearns and Learn@BC! summits and conferences.

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16 Habits of the Mind (HoM), Critical Academic Skills (CAS) workshops, Supplemental Instruction (SI), tutoring, summer bridge, writing center, and math lab.

17 SPAR rate is completion of certificates, degree, transfer-ready students, and transfers

12 - Evaluation: Target Outcomes, Baseline Measures, Assumptions, Data Sources

The following targets were set through extensive college dialog using data coaches, MIH leaders, equity team members, Achieving the Dream leaders. Data sources are primarily from the California Community Colleges Chancellor's Office DataMart, KCCD Management Information Systems or, in the case of inventories and surveys, local data (Appendix H, P. ##).

2018 Target	Baseline, Assumptions and leaders determining target	Data Source
Goal 1-Before BC: Increase the number of high school students prepared for college before they come to Bakersfield College.		
Quantitative Target: Decrease the number of students enrolled in courses 3 & 4 levels below transfer by 20%.		
	Baseline and Assumptions:	KCCD MIS
	Placement Test Results JAN 2014 – APRIL 2014 with High School Site Testing	This priority target is in the ATD and Basic Skills (BSI) plan.
	Placement levels / four below / three below / two below / one below / College level / The initial testing and multiple measures work improved 68% of the cohort student placement, 307 of 454. Assumptions are that future shifts with policy changes will cause a large shift.	
	Writing (2175) / 8% (177) / 35% (770) / 6% (131) / 19% (415) / 31% (681)	
	Math (2489) / 33% (809) / 18% (455) / 30% (759) / 7% (178) / 12% (288)	
	Reading (2182) / 11% (235) / 11% (231) / 8% (181) / 11% (249) / 59% (1286)	
	Quantitative Target: Increase the first time student course success (18-19 year old) rate in Basic Skills to 62.5% by 2018.	
	Baseline and Assumptions: Beginning with a baseline of 61% for 2014-15, increase to 61.5% 2015-16, 62% 2016-17, and 62.5% 2017-18. Assumptions are based on 5 year trends and assumptions that curricular alignment and redesign, Habits of the Mind tools, intrusive interventions, and use of predictive analytics will improve course success.	Data Mart, Scorecard and BC MIS
Goal 2-Skilling Up: Increase postsecondary attainment rates by "skilling up" students who arrive at the college underprepared.		
	Quantitative Target: Decrease time to college level English and Math for cohort students placed below college level by 5% annually to 2018.	
	Baseline and Assumptions: Current baseline is 1.5 years for the average cohort student. Higher placement test scores, multiple measures and curricular changes have decreased 2014 cohort time. This target aggressively combines placement with college level success in future cohorts.	
	Quantitative Target: Scale-up the number of students participating in interventions by 5% annually for an overall increase of 20% by 2018. Use a regression analysis framework to examine the quantitative relationship between participation in each of these activities and student course success, net of other differences between participants and non-participants.	
	Baseline and Assumptions: Increase in engagement, 2014 CCSSE survey has already shown increases during the fall semester. Critical Academic Skills (CAS) have overcome institutional barriers to provide increased workshops. Supplemental Instruction (SI) grew from 117 to 291in the second semester and students participating had an 80% success rate, compared to non- participating at 62%. Writing center numbers increased from 2,614 to 2850 in the last year, Summer bridge increased 70 to 170 over the last year. Currently awaiting regression analysis correlating interventions to success.	2017 CCSSE; BC program reports
	Qualitative Target: Analyze student survey and focus group data on effectiveness of interventions to determine improvements. Increase 2014 CCSSE Benchmark components for Student Effort and Student-Faculty Interaction.	
	Baseline and Assumptions: The baseline information from surveys indicates effectiveness of HoM tools but a need to permeate to more students. Student feedback on all interventions is positive with specific improvement. CSSE benchmarks improved2011to 2014	BC Surveys 2017 CCSSE
Goal 3-Transfer and Completion: Increase the associate's degree completion rate, the rate of transfer to four-year baccalaureate degree institutions, and the rate of attainment for baccalaureate degrees.		

2018 Target	Baseline, Assumptions and leaders determining target	Data Source
Quantitative Target: 10% increase in the **underprepared** student six-year cohort completion rate (SPAR) and 8% increase in BC's overall rate.		
Baseline and Assumptions: BC is below the state average. BC overall SPAR is 39.4% (statewide 48.1%); BC prepared SPAR 67.2% (statewide 70.2) and underprepared 34.8% (statewide 40.5%). Data trends were analyzed over the last five years and data coaches determined a target that went above our highest historical target; included in our community Renegade Scorecard.		CCCCO Scorecard
Quantitative Target: Increasing higher education attainment rates by providing a 4-year track Bachelor of Applied Science in Industrial Automation.		
Baseline and Assumptions: No baseline because the degree is not yet approved, announcement is in January**.** Begin tracking numbers of student in program, with long-term numbers of degrees completed.		KCCD MIS and CCCCO
Quantitative Target: Proportionally increase CID (transfer approved courses) and ADT (transfer degrees) as the state completes templates.		
Baseline and Assumptions: Currently BC is in the top 10% in the state with regards to the number of CID approved courses (106) and Associate Degrees for Transfer (21). These facilitate ease in transfer and bachelor degree completion like never before.		CCCCO Inventory
Goal 4-Equity: Increase course completion rates, 30-unit completion rates (milestones), and transfer and degree completion rates for specific populations that are disproportionately impacted (as defined by the 80% rule or the proportionality index)		
Quantitative Target: Increase the percentage of African American students completing Student Education Plans to 20% in 2015-16 and 22% in 2017-18 and Native American students to 16% in 2015-16 and 18% in 2017-18.		
Baseline & Assumptions Current baseline for African-American Student Ed Plan completion is 17.7% and Native American 14.7%. Assumptions are that new technology, DegreeWorks, new policies requiring ed plans for priority registration, MIH emphasis and current increasing trends will help meet the target .		KCCD MIS
Quantitative Target: Increase course success for African American Students to 51% in 2015-2016 and to 52% in 2017-2018.		
Baseline and Assumptions: Baseline African American course success rate is 50.5%. The target is conservative, 50.5% is the highest only achieved once before 5 years ago and then the rate dipped until last year. Therefore 0.5% per year is considered reasonable.		KCCD MIS DataMart
Quantitative Target: Increase the 30-Increase Unit Milestone attainment among under-prepared students to 61% in 2015-16 and 62% in 2017-18 and Hispanic students to 60.8% in 2015-16 and 62% in 2017-18.		
Baseline and Assumptions: Baseline for under-prepared students is 60.6% and Hispanic students are 60.3%. Assumptions were based on trend data. Current data indicates that Hispanic students only completing about 8 units a semester.		CCCCO Scorecard
Goal 5: Create a climate of engaged and distributed leadership within the college and across the community, which is aligned, rigorous, and grounded in connectivity, fiscally sustainable, and focused on increasing the levels of educational attainment.		
Qualitative Target: Implement the Achieving the Dream self-evaluation tool[3] for measuring institutional capacity		
Baseline and Assumptions: No baseline.		BC data
Qualitative Target: Implement and track the Distributed Leadership Inventory (DLI) Analysis		
Baseline and Assumptions: No baseline		BC data
Qualitative Target: Increase participation and improve Evaluations from BCLearns summits and conferences.		
Baseline and Assumptions: Each of the conferences have been evaluated by participants and the steering committee members have analyzed input and improved each conference		BC data