



BAKERSFIELD COLLEGE
2015-2018 STUDENT EQUITY PLAN
“Promoting Access to Completion”



Student Equity Plan

2015-2018

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Bakersfield College

Student Equity Plan Signature Page

District: _____ **Board of Trustees Approval Date:** _____

I certify that this plan was reviewed and approved by the district board of trustees on the date shown above. I also certify that student equity categorical funding allocated to my college or district will be expended in accordance the student equity expenditure guidelines published by the California Community College Chancellor's Office (CCCCO).

President: Sonya Christian sonya.christian@bakersfieldcollege.edu
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I certify that student equity categorical funding allocated to my college will be expended in accordance the student equity expenditure guidelines published by the CCCCCO.

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I certify that was involved in the development of the plan and support the research goals, activities, budget and evaluation it contains.

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I certify that Classified Senate representatives were involved in the development of the plan and the Senate supports the research goals, activities, budget and evaluation it contains.

Classified Union Representative

Email

I certify that an Associated Student Body representative was involved in the development of the plan and supports the research goals, activities, budget and evaluation it contains.

Associated Student Body President: Clayton Fowler

Email

Director of Equity and Inclusion: Odella Johnson

Email

Phone

Planning Committee and Collaboration

Contributing Committees and Work Groups:

- Academic Senate
- College Council
- Equal Opportunity and Diversity Advisory Committee (EODAC)
- Office of Equity and Inclusion
- Making it Happen/Student Success Services Program
- President's Cabinet
- Student Success Stewardship Team
- Foster Youth Task Force
- Equity TV Planning Team

Student Equity Planning Committee

- Disabled Student Programs and Services (DSPS) – Terri Goldstein
- Extended Opportunity Programs and Services (EOPS) and Special Services – Primavera Arvizu
- Math, Engineering, Science Achievement (MESA) – Consuelo Gonzalez
- Student Success and Support Program (SSSP) – Janet Fulks
- Programs for Foster Youth – Angela Williams
- Programs for Veterans – Paul Beckworth
- California Work Opportunity and Responsibility to Kids (CalWORKs) – Vanessa Bell
- Student Financial Aid Administration, Board Financial Assistance Program (BFAP) – Primavera Arvizu
- Basic Skills Initiative (BSI) – Lesley Bonds

Bakersfield College Equity Plan was unanimously adopted by the KCCD Board of Trustees on December 17, 2015

District: Kern Community College District

College: Bakersfield College

Executive Summary

Bakersfield College represents and serves a diverse population in terms of race, ethnicity, language, culture, national origin, socio-economic, age, physical ability, sexual orientation, and religious beliefs. Within these student populations there is a disproportionate number of students who are underserved and stem from economically disadvantaged backgrounds where income barriers continue to impact their ability enter into college. The purpose of our Student Equity Plan is to outline and document how the college will provide programs and services that are supported through our pathways to success model: access to completion. As a campus-wide initiative our access to completion leverages our ability to scale up specific programs and services. The model promotes a student success pathway that addresses the unique needs and circumstances of our disproportionately impacted students. Our goal is help our students to successfully navigate the educational pathways from access to completion. Simply put, our commitment is to increase student success and completion using intentional and intrusive initiatives to assist them in achieving their educational and career goals.

More specifically, our Student Equity Plan will focus on:

- Promoting programs that emphasize our access to completion while embedding equity as a core and essential element to address the disproportionately impacted needs of our student cohorts
- Connecting and aligning our campus services to our five success indicators by increasing stakeholder access by engaging the family via parent/caregiver orientations.
- Increasing student engagement through intentional and intrusive support via early access and through peer-to-peer engagement.
- Engaging our rural initiative partners through strategic efforts that close achievement gaps.
- Creating a robust reach-in model that supports faculty and student connections through college-wide program initiatives that promote a culture of inclusion, excellence and success by building upon the “academic self-esteem” of our students as they begin to see themselves as we see them—Promising Professionals.
- Build upon the cultural capacity and awareness of our faculty, administrators, and staff to create an environment that recognizes diversity as strength by elevating our best resource – our students.

Bakersfield College is designated as a Hispanic-Serving institution (HSI); however, we are much, much, more than this. We are a minority-majority-serving institution (Pastor, 2014). Therefore, we must promote a thorough college-wide commitment to also engage our community-level constituents in an effort to promote student success. An example of this commitment is the

alignment with the Achieving the Dream¹ (ATD) core principles that highlight leadership; use of evidence to improve policies, programs, and services; broad engagement, systematic institutional improvement, and equity. Moreover, in 2015 Bakersfield College was selected as one of 19 ATD Leader Colleges, which is awarded to community colleges that commit to improving student success and closing achievement gaps.

Bakersfield College's commitment to student success and engagement was also visible in 2015 by the creation of the Office of Equity and Inclusion, which is devoted to equity and student success. The Office, directed by Odella Johnson, reports to the Vice President of Student Services serves on two key institution committees: Accreditation & Institutional Quality (AIQ) and the Equal Opportunity & Diversity Advisory Committee (EODAC). Also included in the Office of Equity and Inclusions are the following full-time positions: Program Manager, Counselor, Educational Advisor, and Department Assistant III.

The Office of Equity and Inclusion supports existing programs and services to address achievement gaps and engage our students from access to completion. The equity lens is the primary filter through which BC is scaling up its resources. Through CCJC's Accreditation Standard I.B.6., this requires institutions to disaggregate and analyzes outcomes for subpopulations of students important to its mission. When the institution identifies performance gaps, it should implement strategies, which may include human and fiscal resources, to mitigate those gaps and evaluate the efficacy of those strategies.

Achieving our 2020 goal among these targeted students is an undertaking that we view as an opportunity even though the population needs are large and diverse. Increasing college completion among disproportionately impacted students began with a careful consideration of the invaluable experiences of our faculty, staff and administrators who have dedicated their professional lives to integrate higher learning with the life and work of our students. We brought these professionals together, the Student Equity Advisory Committee to address three key questions on best practices related to our targeted students:

- Barriers: What are the primary barriers to access and completion?
- Best Practices: What is the promising practices that have we implemented that have helped our students to overcome those barriers?
- Institutional Role: What role should faculty play in implementing these best practices?

Exhibit One: Highlights of Advisory and/or Campus Discussions

"An awareness of cultural traditions and expectations is an important factor for faculty to consider when assessing competency." Joe Saldivar, Biological Science Faculty

"When a student has six or more meaningful contacts with faculty their success significantly increases." Janet Fulks, Interim Dean for Student Support and Services Program

"Equity has given us a lens or framework to effectively uncover the structural barriers such as

¹ Achieve the Dream (ATD) is a student-centered model of institutional improvement that focuses on Equity as one of its 5 principles
<http://achievingthedream.org/>

<i>economic disparity.”</i> Emmanuel Mourtzanos , Dean of Instruction
<i>“The Equity Plan is a promise to the community that BC is determined to institutionalize practices that are equitable, inclusive, and sustainable.”</i> Bryan Hirayama , Faculty Co-Lead, EDOAC
<i>“Education is more than just completing courses; family awareness and cultural connection is also critical to persistence and success.”</i> Cornelio Rodriguez , Interim Associate Dean

The comments above highlight the focus and commitment of our campus stakeholder’s as we moved through the implementation stage of the 2015-2018 Student Equity Plan. When an achievement gap exists, our institution engaged faculty, staff, and administration in developing and implementing strategic changes that ensure pedagogy and services are tailored to students’ unique needs. As a college, the establishment of an educational environment where all students have the best opportunities to succeed is paramount. A commitment to equity ensures that institutions focus on achieving high rates of success and completion for all students, especially those who have traditionally faced the most significant barriers to achievement (www.AchievingTheDream.org).

The following Student Equity Plan framework (Figure 1) illustrates our college’s access to completion framework that places faculty at the center. Given that students expend the large majority of their time with faculty, our plan scales up this relationship throughout each of our program initiatives. We have learned that when students have 6 or more meaningful contacts, especially with faculty, their success dramatically increases. This faculty engagement model serves as a through-line to promote student engagement and success. In addition, we have included the student perception and voice by utilizing our **Promising Professional Program (PPP)**. Student leaders that have earned a 2.5 GPA or better and are representative of our disproportionate impacted populations and have completed an intensive student leadership training with a clear understanding of the 5 success student indicators. Collaborative efforts with all campus stakeholders include SSSP, MIH, BSI, and college supported and funded programs and services.

The PPP student leaders were identified and selected from our disproportionately impacted student populations. They serve as a reminder that regardless of the types of barriers experienced, they succeed in spite of these barriers and serve as models to their peers. Three types of barriers seem to impede student success. The first type is situational barriers; this refers to conditions at a given time that limit the student’s ability to access and pursue higher education (Cross, 1981). Cost and lack of time are the most commonly cited (Cross, 1981). For example, adult learners may be prevented from pursuing higher education because they lack time due to family and job commitments. Alternately, low-income and younger students may not be able to afford postsecondary education. Other conditions, such as lack of child care for single parents and transportation issues for students with disabilities, also limit the ability of students to engage in postsecondary activities.

An institutional barrier is a second type of barrier which consists of practices and procedures which may discourage or exclude students from pursuing postsecondary education (Cross, 1981). Barriers that fall under this category include, but are not limited to, problems with scheduling or transportation, the provision of courses that lack relevance or practicality, bureaucratic issues, the number of course requirements, and lack of adequate information about postsecondary

opportunities (Cross, 1981). Therefore, the Interventionist Program, which is part of the MIH initiative, is a way to engage faculty to examine and make conduct syllabi reviews that specifically address cultural blind spots, use of language that might discourage certain students from classroom

District: Kern Community College District

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engaging with faculty in the classroom. As faculty examines cultural competence with their courses, they can share what they have learned with other faculty. Additionally, another opportunity to scale up faculty engagement and impact learning and teaching is to utilize the expertise of our Social Justice Leadership Academy faculty to institutionalize *training the trainer* model. As leader faculty that can present or conduct best practices workshops and engage faculty and staff on ways to engage students of color or specific targeted groups who have been disproportionately impacted. For example, the Umoja model emphasizes cultural infusion, porch talk, and the Village student model to create community in the classroom. Also, the opportunity to engage *faculty as Summer Bridge facilitators* (students could be grouped used a meta-major model) is a way to connect student early with faculty before they enroll in academic courses at Bakersfield College. This becomes part of a pre-fall semester experience.

A final barrier that affects student's access to completion is dispositional barriers. Dispositional barriers refer to a student's perception of their ability to access and complete learning activities (Cross, 1981). For example, due to their age, older adults may have negative perceptions of their ability to learn. Students with poor educational experiences may lack interest in learning activities. Adult students, especially low-income adults, may experience low self-esteem and become concerned about how younger students will perceive them. In addition, many adults returning to complete college experience anxiety and fear because they have not engaged in postsecondary study for a period of time. However, our scaled up *Promising Professional Program* engages students who have learned to navigate Bakersfield College. They work together as a cohort to help their peers minimize learn how to deal effectively with "life." Our students have children, they have jobs, they have lots of obligations, and increasingly, family obligations.

The central part of this access to completion framework focuses on the important connections and contributions that faculty make to the student success. It brings together the notion that faculty-student relationships are central. The second part is what we call "developing comprehensive support services. Access begins before the student arrives on campus. It is the integration or marriage between on campus and off campus supports. Through the Office of Outreach and School Relations, an Educational Advisor- Pre-collegiate staff works with high school students to identify courses that should be taken prior to college that support success. Moreover, these advisors work with students to participate in the High School Jump Start classrooms offered by Bakersfield College faculty. Our disproportionately impacted student cohorts have many things going on in terms of life, particularly low-income students. They're often interacting with social services systems in ways that complicate "life." You have to stop here, there, and then there, and by the time you get through it all, you're forgotten which service or paper goes to whom.

Bakersfield College has implemented campus services through the *Student Support Services and Programs* to make it easier for potential students to access services through the Making It Happen program and the Academic Development Program. These service interventions include but are not limited to the core matriculation services. Another service intervention is focused on finances. When it comes to students, we need to look again at the whole student. Students are referred to on campus support services through EOPS/CARE or TAP. Through the Office of Financial Aid students can attend financial *literacy workshops* so they can plan for transfer. On the "life" part of things – transportation and childcare are things that inhibit academic progress towards and discourage students from completing courses, achieving a certificate or a degree or the same things that impact a student's ability to transfer to a four-year college. This is at the core of the equity mission providing intervention supports that may minimize students from realizing their access to completion goals. We were intentional and strategic in our use of resources. We have learned a lot from our students and done our best to implement what we have learned.

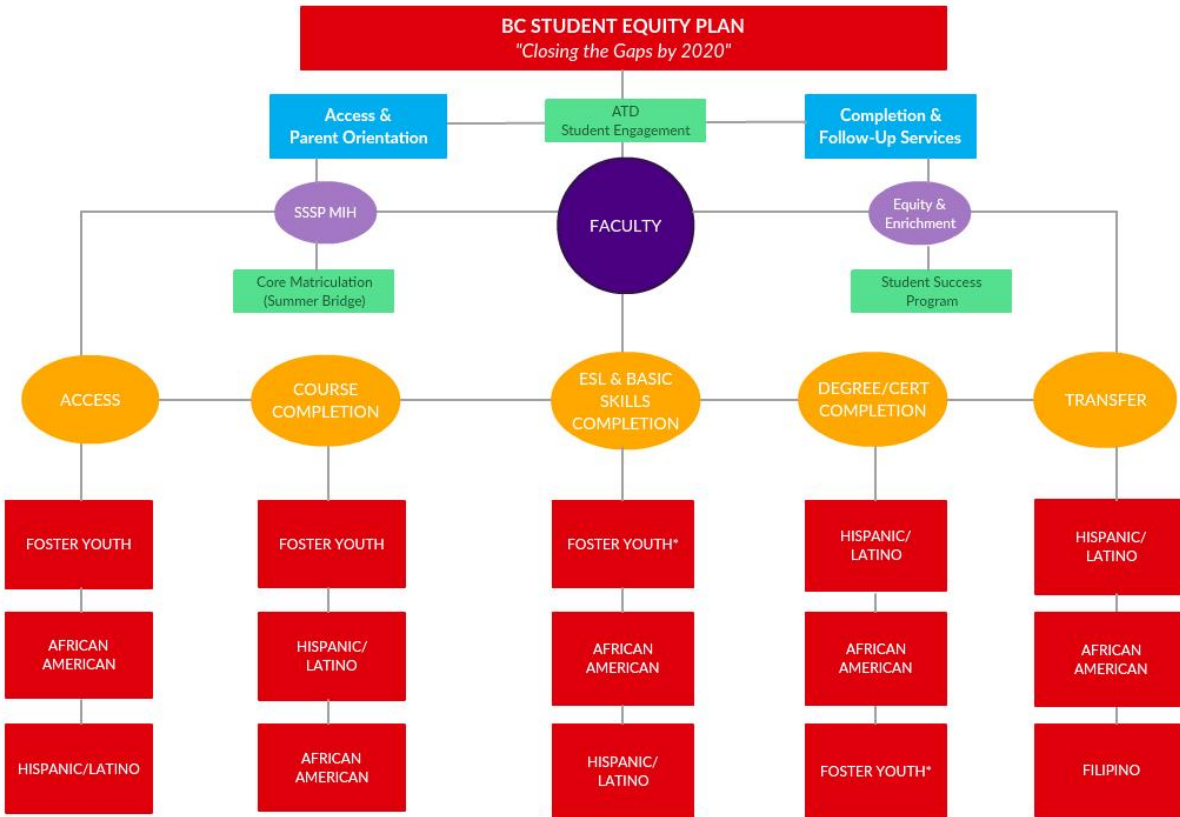


Figure 1: BC Student Equity Plan Framework (2015-2018)

Mission

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Vision

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

Core Values alignment with Diversity/Equity:

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Bakersfield College

Core Values

Learning



We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

Diversity



We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

Integrity



We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Community



We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

Wellness



We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

Sustainability



We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

Students first: We affirm our focus on our students and their success.

**BAKERSFIELD
COLLEGE**
1913 – 2013

A. Methodology

In order to capture data, discuss conclusions, address achievement gaps and strategies to ensure student equity in all educational programs and services, Bakersfield College participants collaborated in extensive training, work sessions and discussions. A major goal of the Student Equity Plan is to integrate and leverage resources, whether people, funding, college or community, with those in the SSSP and BSI plans.

The Student Equity Plan is the result of collaborative work by several groups: the Student Equity Plan Workgroup Leads², the BC Academic Senate's Equal Opportunity and Diversity Advisory Committee (EODAC), the Equity and Inclusion Program³, the Interim Dean of Student Success and Pre-collegiate, Making it Happen Program Leads⁴, and the BC Data Coaches. Data was retrieved and analyzed through many sources, the local MIS Kern Community College District Institutional Research Office, California Community College Chancellor's Office (CCCCO) DataMart and Data on Demand, Basic Skills Tracker, Transfer Velocity and CSU and UC data sources related to transfer.

² Student Equity Plan Work Group Leads: Primavera Arvizu, Bryan Hirayama, Victoria Coffee, Emmanuel Mourtzanos

³ Equity and Inclusion Program Director Odella Johnson and Interim Program Manager Henry Covarrubias

⁴ Dean of Student Success and Pre-collegiate Janet Fulks and MIH Student Success Program Manager Lesley Bonds

In order to place these data in context and better understand potential interventions, CCSSE⁵ data was examined and student focus groups were used to better understand placement, student services and STEM/MESA interventions. Additional data sites used to understand the context of the data included the A Degree with A Guarantee⁶, C-ID⁷, and CCCCCO Curriculum Inventory.

Data was reviewed and initial conclusions throughout the 2015 spring and summer terms were examined. Several training sessions were attended by representatives of the Student Equity Plan Workgroup and the administrative team in order to identify, discuss and address the key priorities and requirements of the plan; this included training provided by the CCCCCO and USC Center for Urban Education (CUE). In fall 2015, additional reviewers and work groups (including Darla Cooper and Kay Nguyen, consultants from the RP Group) examined the content of the plan in order to complete and integrate the work. The plan was submitted to the college governance committees (i.e. College Council, Academic Senate, President's Cabinet, District-wide Consultation Council, District-wide Vice President's Committee, and other committees) for input and approval. The final plan was submitted to the Board of Trustees in November and sent for approval at the December 17, 2015 Board meeting.

One effective component of the methodology was an Equity Summit (Achieving the Dream through Equity and Diversity) held at BC April 23, 2015, that included key nationally acclaimed speaker, Dr. Dan Arvizu of The National Renewable Energy Laboratory Education Trust and Dr. J. Goosby Smith of The Citadel to discuss the how to actualize Equity in Action on the college campus. Panels and focus groups examined issues related to the data as identified by the BC Equity Workgroup leads and EODAC committee. The college's Achieving the Dream national coaches examined and commented on BC's data and interventions. This campus-wide involvement shifted the planning process from a culture of evidence to a culture of inquiry and action. Eventually the goal is to increase institutional research capacity and generate data for college leadership, faculty and staff to evaluate their own practices with regards to equity and diversity.

The California State Chancellor's Office has provided two suggested methodologies to measure disproportionate impact; Proportionality Index and 80-Percent Index. Both indexes were used throughout the plan and allowed the college to reveal disproportionate impact within the success indicators and among the services provided by Bakersfield College.

80-Percent Index states that: "A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact." [Section 60-3, Uniform Guidelines on Employee Selection Procedure (1978); 43 FR 38295(August 25, 1978)] Any disaggregated group that is included in a desired outcome at less than 80% when compared to a reference group is considered to have suffered a disproportionate impact.

The Proportionality Index is used to assess whether there are achievement gaps between demographic sub-groups such as by gender, age and ethnicity. When evaluating for gaps, a cohort of students is defined and those who achieve the desired outcome are identified. Both the total cohort

⁵ Community College Survey of Student Engagement (CCSSE) <http://www.ccsse.org/aboutsurvey/aboutsurvey.cfm>

⁶ A Degree with A Guarantee <http://adegreewithaguarantee.com/>

⁷ C-ID Course Identification Numbering System <https://c-id.net/>

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group and the outcome group are disaggregated into demographic sub-groups. The Proportionality Index is a ratio that compares the percentage of a subgroup in the total cohort to the percentage of the same subgroup in the desired outcome. If the sub-group is equally represented in both the cohort and the outcome group, the results are proportional and disproportionate impact does not exist. Although the 80-Percent Index represents a standard for evaluating disproportionate impact, in some cases it may mask inconsistencies in practices and services that potentially impact students. It is with this knowledge and understanding that additional college benchmarks will be used to examine success and disproportionate impact.

The Percentage Point Gap index compares the percent of students in a disaggregated subgroup who succeed in an outcome with the percent of *all* students who succeed in the same outcome. Percentage point gap measurements are calculated by subtracting the all student average success rate (%) from the success rate (%) of a disaggregated subgroup in the same outcome. The resulting ‘percentage point gap’ will have a - / + designation that signals whether or not the disaggregated subgroup is experiencing a rate that is lower (-) or higher (+) than the all student average (*Quick note: The all student group rate is subtracted from the disaggregated subgroup to avoid outcomes in which positive values represent a gap and negative values represent equal or higher success*).

For the purpose of our Student Equity Plan, we chose to utilize the second highest achieving demographic group (consistently White students) as a comparative population due to the overwhelming Hispanic/Latino majority population. The rationale for this approach was due in large part to the imbalance given that Hispanic/Latino students cannot serve as the comparison group given its cohort (currently 71% of the Bakersfield College enrollment).

B. Student Equity Indicators and Target Populations

Student equity indicators and target groups are embedded into the plan along with goals, objectives and activities to meet those targets. There were limitations in the analysis. In some cases the student populations were very small and were included in the college’s comprehensive review, but the ability to use that data in making conclusions or determining strategies was limited by small numbers or volatile trends over multi-year studies. Occasionally those student groups were not referenced in charts or narratives in order to clarify actions that were being planned. Another limitation was the use of differing terms. Local Kern Community College District (KCCD) MIS and CCCCCO DataMart terms are often different. For example, some data were aggregated in different ways e.g. for students 40 and older, but in other cases for students 50 and older. Some student populations were aggregated using varying terms e.g. Latino versus Hispanic, White versus White Non-Hispanic and Native American versus American Indian. In most cases the term referenced was derived from the data source and not used for any other reason than clarity.

Equity Indicators

- ❖ **Access:** The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served. This percentage is frequently calculated as a participation rate. Disproportionate impact related to access at the institution may be the result of practices relating to admissions, assessment and placement, orientation, counseling and advising, follow-up or prerequisites.

- ❖ **Course Completion:** The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.

- ❖ **ESL and Basic Skills Completion:** The ratio of the number of students by population group who complete a degree- applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.

- ❖ **Degree and Certificate Completion:** The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

- ❖ **Transfer:** The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Target Groups

To assess equity BC analyzed a variety of data including the following groups (per availability):

1. Gender;
2. Ethnicity;
3. Age;
4. Disability status;
5. Economically disadvantaged;
6. Veterans; and
7. Foster youth (limited data)

Upon reviewing the student equity data, the following observations and analysis were made concerning the groups identified with the greatest disproportionate impact:

- Foster Youth Students
- African American Students (particularly males)
- Disabled Students Programs and Services (DSP&S)
- Economically Disadvantaged (low-income) Students
- Hispanic/Latino Students
- Filipino Students
- Native American Students
- Non-Traditional Students
- White Students (due to declining enrollments we recognize that additional data-informed assessments must be conducted)

In the charts below (Figure 2 and Figure 3), you will find our targeted student groups by ethnicity. The chart represents the percentage of students at Bakersfield College as compared to our BC service area and the Statewide Community College student populations:

Demographics

Ethnicity (2013)

Figure 2: Bakersfield College 2013-2014 enrollment by ethnicity (Foster Youth and Veteran demographic data not available prior to 2015 academic year).

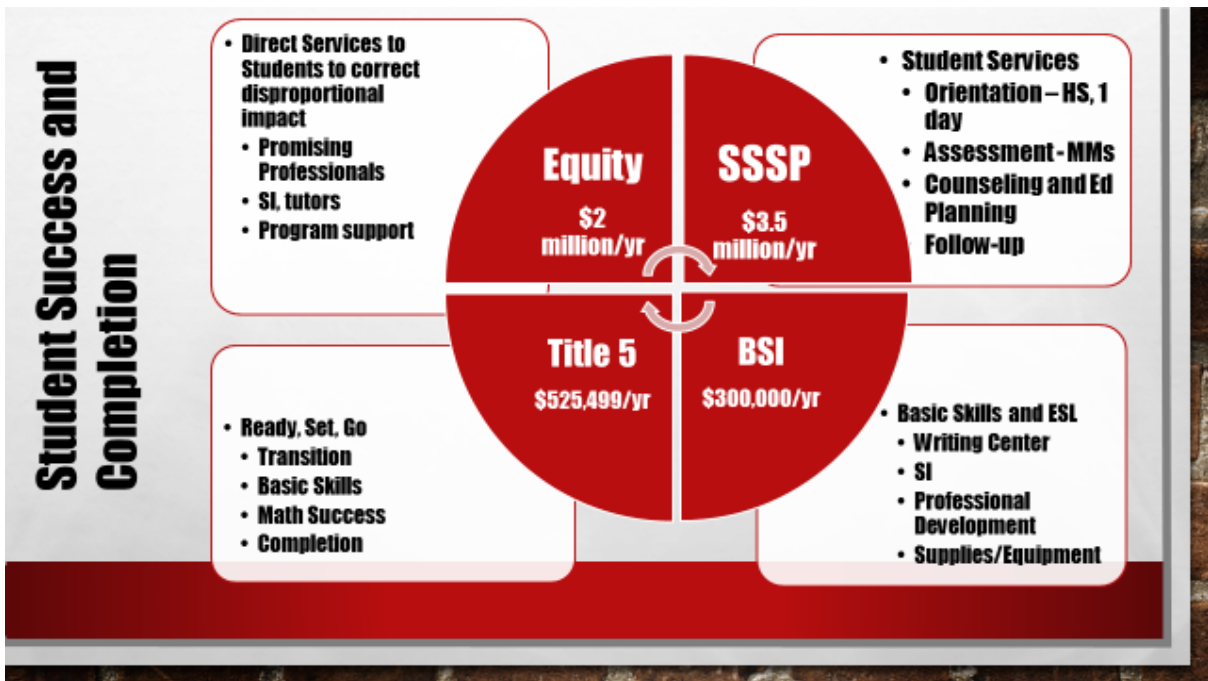


Figure 3: Student Success and Completion by Program (As part of the mission for college-wide collaboration, the above chart illustrates the impact on access, student success, and completion due to the leveraging of campus resources).

Campus Based Research: Access

A. ACCESS. Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

The greater Bakersfield Service Area includes the following cities: Arvin, Bakersfield, Delano, Lamont, Shafter, and Wasco. Data for the Bakersfield Service Area were retrieved through the U.S. Census American Fact Finder service. There are instances where the total population for the Bakersfield Service Area in one table do not match total population in another table because population data are determined based on data available for certain characteristics and demographic. Data on veterans focus only on population age 18 and over. Data on foster youth focus only on children under the age of 18. Economically disadvantaged status is defined as living at 150 percent of poverty level for Bakersfield Service Area, and as BOGFW recipient for Bakersfield College students. Because financial aid data will not be available until mid to end of November 2015, 2013-14 data were used to compare economic status of Bakersfield College students to the Bakersfield Service Area.

Table 1: Access by Ethnicity

Ethnicity	Bakersfield Service Area		Bakersfield College Fall 14 Enrollment		Diff
	#	%	#	%	
African American	32,756	7%	696	4%	-3%
American Indian and Alaska Native	2,668	1%	71	0.4%	-0.2%
Asian	27,387	6%	703	4%	-2%
Hispanic or Latino	261,522	55%	12,031	66%	11%
Native Hawaiian and Other Pacific Islander	407	0%	19	0%	0%
White	143,543	30%	4,062	22%	-8%
Some Other Race	879	0%	0	0%	0%
Two or More Race	8,857	2%	563	3%	1%
Unknown	0	0%	176	1%	1%
Total	478,019	100%	18,321	100%	0%

Source: U.S. Census: American Fact Finder; CCCCCO Datamart

Table 2: Access by Economic Status

Economic Status	Bakersfield Service Area		Bakersfield College 13-14 Enrollment		Diff
	#	%	#	%	
Economically Disadvantage	168,619	36%	14,920	61%	25%
Not Economically Disadvantage	296,188	64%	9,474	39%	-25%
Total	464,807	100%	24,394	100%	0%

Source: U.S. Census: American Fact Finder; CCCCCO Datamart

- We used Bakersfield 13-14 annual data because 14-15 data for financial aid is not available
- Economically disadvantage for Bakersfield service area is defined as being at 150 percent of poverty level
- Economically disadvantage for Bakersfield College is defined as being on BOGFW.

Table 3: Access by Veteran Status

Veterans Status	Bakersfield Service Area		Bakersfield College Fall 14 Enrollment		Diff
	#	%	#	%	
Veteran	17,487	6%	335	2%	-4%
Non Veteran	298,240	94%	17,986	98%	4%
Total	315,727	100%	18,321	100%	0%

Source: U.S. Census: American Fact Finder; CCCCCO Datamart

Table 4: Access by Foster Youth

Foster Youth status	Bakersfield Service Area		Bakersfield College Fall 14 Enrollment		Diff
	#	%	#	%	
Foster youth	2,092	1%	273	1%	0%
Not foster youth	148,383	99%	18,048	99%	0%
Total children under 18	150,475	1	18,321	100%	0%

Source: U.S. Census: American Fact Finder; CCCCCO Datamart

Campus Based Research: Course Completion

B. COURSE COMPLETION. *The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term. Calculate course completion rates by dividing:*

Table 5: Course Completion by Ethnicity

Ethnicity	2014-15 total course enrollment	2014-15 total successful course completion	Success Rate	Gap	"Course enrollment lost"
African-American	4,249	2,199	51.8%	-24%	-1,007
American Indian/ Alaskan Native	405	285	70.4%	-5%	-21
Asian	4,188	3,169	75.7%		
Hispanic	68,586	45,729	66.7%	-9%	-6,021
Multi-Ethnicity	3,422	2,249	65.7%	-10%	-333
Pacific Islander	101	74	73.3%	-2%	-2
Unknown	518	418	80.7%		
White Non-Hispanic	22,283	16,813	75.5%		
Total	103,752	70,936	68.4%		

Source: CCCCCO Datamart

With regards to course completion, White students were selected as the reference group. Success rates between Asian students and White students are almost the same (75.7% and 75.5%, respectively). There are 24% gap for African American students, 5% for American Indian/Alaska Native, 9% for Hispanic, 10% for Multi-Ethnicity, and 2% for Pacific Islander. To close the gap, we would need 1,007 more course completion for African-American students, 21 for American Indian/Alaska Native, 6,021 for Hispanics students, and 333 for multi-ethnicity students.

Table 6: Course completion by Special Populations

Ethnicity	2014-15 total course enrollment	2014-15 total successful course completion	Success Rate	Gap to College Average	"Course enrollment lost"
DSPS	3979	2657	66.8%	-2%	-63
Foster Youth	1463	720	49.2%	-19%	-280
Veteran	2020	1455	72.0%		
Average	103752	70936	68.4%		

Source: CCCCCO Datamart

With regards to course completion comparison for special population students, Bakersfield College average success rate in Fall 2014 and Spring 2015 was selected as the reference point. There are 2% gap between students with disability and Bakersfield average, and 19% gap for foster youth students. To close the gap, we would need 63 more successful course completion for DSPS students and 280 more course completion for Foster Youth.

Campus Based Research: ESL & Basic Skills Completion

C. ESL and BASIC SKILLS COMPLETION. *The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final ESL or basic skills course.*

Table 7: ESL & Basic Skills Completion by Ethnicity (English)

Ethnicity	Cohort Size	Cohort Rate	Gap from reference group	# of Basic Skills English completion lost
African American	167	15.0%	-22%	37
American Indian/ Alaska Native	25	12.0%	-25%	6
Asian	50	34.0%	-3%	2
Filipino	70	31.4%	-6%	4
Hispanic	1,303	26.2%	-11%	142
Pacific Islander	1 to 9	28.6%		
White	673	37.1%		
All	2,476	28.9%		

Source: CCCCCO Scorecard

With regards to English completion, White students were selected as the reference group. There are 22% gap for African American students, 25% for American Indian/Alaska, and 11% for Hispanic students. To close the gap, we would need 37 more basic skills English completions for African American students, 6 for American Indian/Alaska Native, and 142 for Hispanic students.

Table 8: ESL & Basic Skills Completion by Ethnicity (Math)

Remedial Math 2008-09 Cohort				
Ethnicity	Cohort Size	Cohort Rate	Gap from reference group	# of Basic Skills Math completion lost
African American	167	15.6%	-11%	19
American Indian/ Alaska Native	45	20.0%	-7%	3
Asian	57	36.8%		
Filipino	47	31.9%		
Hispanic	1,227	25.3%	-2%	18

District: Kern Community College District

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Pacific Islander	1 to 9	0.0%	
White	749	26.8%	
All	2,499	25.3%	

Source: CCCCCO Scorecard

With regards to Math completion, White students were selected as the reference group. Even though Asian and Filipino students had higher Math completion rates, those student groups were not selected because their cohorts are fairly small compared to White students. There are 11% gap for African American students, 7% for American Indian/Alaska, and 2% for Hispanic students. To close the gap, we would need 19 more basic skills Math completions for African American students, 3 for American Indian/Alaska Native, and 18 for Hispanic students.

Table 9: ESL & Basic Skills Completion by Ethnicity (ESL)

ESL 2008-09 Cohort				
Ethnicity	Cohort Size	Cohort Rate	Gap from reference group	# of ESL completion lost
African American	12	25.0%	-26%	3
American Indian/Alaska Native	1 to 9	0.0%		
Asian	47	51.1%		
Filipino	19	57.9%		
Hispanic	412	27.2%	-24%	98
Pacific Islander	1 to 9	33.3%		
White	10	30.0%		
All	546	30.8%		

Source: CCCCCO Scorecard

With regards to ESL completion, Asian students were selected as the reference group. We selected Asian students even though Filipino students had the highest ESL completion rate because the Asian student cohort size is bigger than the Filipino student cohort size. There's a 26% gap for African American students, 24% for Hispanic students, and 21% for White students. To close the gap, we would need 3 more ESL completions from African American students, 2 from White students, and 98 from Hispanic students.

Campus Based Research: Degree and Certificate Completion

D. Degree and Certificate Completion. The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/advisor.

Transfer data were retrieved from CCCC Datamart Student Success Scorecard Metrics and CCCC Scorecard five-year data download. The cohort is 2008-09 first-time students who showed behavioral intent to earn a degree, certificate, or transfer. SPAR stands for student progress and achievement rate (**Students achieving degree, certificate, or transfer-related outcome**).

Table 10: Degree and Certificate Completion by Ethnicity

Ethnicity	Cohort Size	Cohort Rate	Gap	SPAR Completion Lost
African American	178	38.8%	-10%	-17
American Indian/Alaska Native	46	41.3%	-7%	-3
Asian	104	57.7%		
Filipino	94	54.3%		
Hispanic	1,543	34.2%	-14%	-218
Pacific Islander	Too few students to report			
White	947	48.3%		
All	3,154	40.8%		

Source: CCCC Datamart and Scorecard

With regards to SPAR completion, White students are the reference group. Although both Asian and Filipino students have higher SPAR completion rate than White students, their cohort sizes are relatively small. There are a 10% gap for African American students, 7% gap for American Indian/Alaska Native, and 14% for Hispanic students. To close the gap, we would need 17 more SPAR completion for African American students, 3 for American Indian/Alaska Native, and 218 for Hispanic students.

Table 11: Degree and Certificate Completion by Disabled Student Programs

	2008-09 Cohort Rate	Difference
Did not receive DSPS Services	40.8%	
Received DSPS Services	40.7%	-0.1%

Source: CCCCCO Datamart and Scorecard

We were only able to pull the cohort SPAR completion rate for DSPS status and not the cohort size. Data from Datamart suggests there's no DI between students receiving DSPS services and students who did not receive DSPS services.

Table 12: Degree and Certificate Completion by Economic Status

	2008-09 Cohort Rate	Difference
Economically Disadvantaged	36.9%	-14.5%
Not Economically Disadvantaged	51.5%	

Source: CCCCCO Datamart and Scorecard

We were only able to pull the cohort SPAR completion rate for economic status and not the cohort size. Data from Datamart shows that not economically advantaged students as the reference group and there's a 14.5% gap between students who are economically disadvantaged and students who are not economically advantaged. Without the cohort size, we cannot calculate the potential SPAR completion lost.

Table 13: Degree and Certificate Completion by Ethnicity (CTE)

Ethnicity	Cohort Size	Cohort Rate	Gap	CTE Completion Lost
African American	78	41.0%	-4%	-3
American Indian/Alaska Native	36	36.1%	-9%	-3
Asian	52	59.6%		
Filipino	52	65.4%		
Hispanic	730	39.6%	-6%	-41
Pacific Islander	Too few students to report			
White	600	45.2%		
All	1,758	42.0%		

Source: CCCCCO Datamart and Scorecard

With regards to CTE completion, White students are the reference group. Although both Asian and Filipino students have higher CTE completion rate than White students, their cohort sizes are relatively small. There are a **4% gap** for African American students, **9% gap** for American Indian/Alaska Native, and **6% gap** for Hispanic students. To close the gap, we would need 3 more CTE completion for African American students, 3 for American Indian/Alaska Native, and 41 for Hispanic students.

Table 14: Degree and Certificate Completion by DSPS (CTE)

	2008-09 Cohort Rate	Difference
Did not receive DSPS Services	41.4%	-17.1%
Received DSPS Services	58.5%	

Source: CCCCCO Datamart and Scorecard

We were only able to pull the cohort CTE completion rate for DSPS status and not the cohort size. Data from Datamart show that students who received DSPS services are the reference group. There's a 17% gap between students receiving DSPS services and students who did not receive DSPS services. Without the cohort size, we cannot calculate the potential CTE completion lost.

Table 15: Degree and Certificate Completion by Economic Status (CTE)

	2008-09 Cohort Rate	Difference
Economically Disadvantaged	45.7%	
Not Economically Disadvantaged	35.8%	-10%

Source: CCCCCO Datamart and Scorecard

We were only able to pull the cohort CTE completion rate for economic status and not the cohort size. Data from Datamart shows economically advantaged students as the reference group and there's a 10% gap between students who are economically disadvantaged and students who are not economically advantaged. Without the cohort size, we cannot calculate the potential CTE completion lost.

It is interesting to note that economically disadvantaged students have a higher CTE completion rate and a lower SPAR (degrees/certificates and transfer) rate than non-economically disadvantaged students.

Campus Based Research: Transfer

E. Transfer. The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.

Transfer data were retrieved from CCCCO Datamart Transfer Velocity data. The cohort is 2008-09 first-time students who showed behavioral intent to transfer.

Table 16: Transfer by Ethnicity

Ethnicity	2008-09 Cohort	Transfers after 6 years	Transfer rate	Gap	“Transfers lost”
African-American	85	39	45.9%		
American Indian/Alaskan Native	27	10	37.0%	-6%	-2
Asian	75	37	49.3%		
Filipino	70	32	45.7%		
Hispanic	816	275	33.7%	-9%	-75
Pacific Islander	Too few students				
White Non-Hispanic	667	286	42.9%		
Unknown	139	58	41.7%	-1%	-2

With regards to transfer, White students were selected as the reference group. Although Asian, Filipino and African-American students all have higher transfer rates than White students, their cohort size is relative small and therefore more susceptible to volatile changes. There are a 6% transfer gap between White students and American Indian/Alaskan Native and 9% for Hispanic students. To close the gap we would need 2 more transfers American Indian/Alaskan Native students and 75 more transfers for Hispanic students.

Table 17: Transfer by DSPS Status

	2008-09 Cohort	Transfers after 6 years	Transfer rate	Gap	Transfers lost
DSPS	59	22	37.3%	-2.0%	-1
No disability	1823	717	39.3%		

With regards to transfer, students with no disability were selected as the reference group. There is a 2% gap between DSPS students and students with no disability. To close the gap, we would need 1 more transfer for DSPS students.

Table 18: Transfer by Economic Status

	2008-09 Cohort	Transfers after 6 years	Transfer rate	Gap	Transfers lost
Economically Disadvantage	1282	442	34.5%	-15%	-196
Not Economically Disadvantage	595	296	49.7%		

With regards to transfer, students who are not economically disadvantaged were selected as the reference group. There is a 15% gap between economically disadvantaged students and students who are not economically disadvantaged. To close the gap, we would need 196 more transfer for economically disadvantage students.

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Goals, Activities, Funding and Evaluation: Access

GOAL A.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-57, 2014-15	Increase access by 100 students	2018
African American	-3, 2014	Increase access by 10%	2018
Hispanic/Latino	11%, 2014	Maintain access	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: A. ACCESS

A.1

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

- *Target Student Group(s) & # of Each Affected*:*

ID	Target Group	# of Students Affected
A.1	Foster Youth	100
A.2	African American	180
A.3	Hispanic/Latino	1,100

• **Activity Implementation Plan**

ID	Target Group	Activity
A.1	Foster Youth	Collaborate with Financial Aid and external/community resources to identify population and provide intentional services. Given the low enrollment figures for this population (Fall 2014 enrollment = 273), develop a comprehensive targeted Outreach and “In-Reach” plan to address Foster Youth population, which also includes partnership with Foster Youth community-based organizations. Increase participation in Summer Bridge or special themed groupings.
A.2	African American	Collaborate with ASTEP, AAMP, and Outreach/School Relations to increase participation and persistence. Provide Pre-Collegiate Educational Advisor to network with area high schools in addition to campus-based services designed to promote access to completion. Increase participation in Summer Bridge or special themed groupings.
A.3	Hispanic/Latino	Collaborate with Los Padrinos, Transfer Accelerated Pathways (TAP), Rural Initiatives (RREP), and Outreach/School Relations to increase and maintain enrollment. Provide Spanish translated marketing and student services materials to increase access as part of our goal to align with parental engagement and success plan. Increase participation in Summer Bridge or special themed groupings.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
A.1	Fall 2015 through Spring 2018	\$151,560	SSSP - \$60,000, EOPS/CARE - \$7,500

• **Link to Goal**

- **Foster Youth:** Identification of population will assist in the strategic implementation of programs and services designed to bolster access to completion.

- **African American:** Alignment with regional high school programs that specifically target this population such as Project BEST, Black Student Union, and other similar organizations to increase college-ready students.
- **Hispanic/Latino:** Continue to maintain existing relationships that have resulted in increased access by this population to Bakersfield College, including outlying communities that align with Rural Initiatives program (RREP).

- ***Evaluation***

- Internal college data generated from qualitative surveys (Help U Survey), focus groups, MIH data, BC Strategic Directions, and interviews to triangulate outcomes in addition to college-based quantitative data (Renegade Scorecard, Kern Community College District, etc.).
- External qualitative and quantitative such as the California Community College Chancellor's Office Data Mart, and the U.S. Census American Fact Finder.
- In addition to the pending internal Institutional Researcher position, the goal is to conduct bi-annual (Fall and Spring semester) assessments to gauge adherence to student equity plan alignment. Adjustments and re-alignments based on measurable outcomes will dictate how we address future delivery of programs and services.

Goals, Activities, Funding and Evaluation: Course Completion

GOAL B.

The goal is to improve access for the following target populations identified in the college research as experiencing a disproportionate impact:

Target Population(s)	Current gap, year	Goal*	Goal Year
Foster Youth	-19, 2014	Minimize course enrollment loss by 25% (14 courses total).	2018
Hispanic/Latino	-9, 2014	Minimize course enrollment loss by 10% (602 courses total).	2018
African American	-24, 2014	Minimize course enrollment loss by 10% (100 courses total).	2018

*Expressed as either a percentage or number

**Benchmark goals are to be decided by the institution.

ACTIVITIES: B. COURSE COMPLETION

B.1

- *Activity Type(s)*

X	Outreach	X	Student Equity Coordination/Planning	X	Instructional Support Activities
X	Student Services or other Categorical Program	X	Curriculum/Course Development or Adaptation	X	Direct Student Support
X	Research and Evaluation	X	Professional Development		

• *Target Student Group(s) & # of Each Affected**:

ID	Target Group	# of Students Affected
B.1	Foster Youth	300
B.2	Hispanic/Latino	600
B.3	African American	130

• *Activity Implementation Plan*

ID	Target Group	Activity
B.1	Foster Youth	Increased participation within EOP&S/CARE, CYC Chapter, and other community-based organizations. Promising Professionals to provide follow-up based on intervention methods such as mobile apps (e.g., nudging), Habits of Mind, CommUnity Hour, and Help U Survey, Tech 101, Passport to Success.
B.2	Hispanic/Latino	Scale-up course completion efforts through Title V initiatives with a particular emphasis on math. Participation in CAS workshops, Rural Initiatives, Transfer Accelerated Pathways (TAP), and MESA/STEM programs. Promising Professionals to provide follow-up based on intervention methods such as mobile apps (e.g., nudging), Habits of Mind, CommUnity Hour, and Help U Survey, Tech 101, Passport to Success. Incorporate mentoring support through Latina Leaders, Los Padrinos, mobile apps (e.g., nudging), Habits of Mind, CommUnity Hour, and Help U Survey, Tech 101, Passport to Success.
B.3	African American	Early advising through Outreach/School Relations in terms of developing a plan to increase college readiness. Employ Math Jump Start and Pre-SI/SI to increase course completion rates. Participation in Math Tutoring, ASTEP, and AAMP. Promising Professionals to provide follow-up based on intervention methods such as mobile apps (e.g., nudging), Habits of Mind, CommUnity Hour, and Help U Survey, Tech 101, Passport to Success, ASTEP, AAMP, AASU, and AAI.

ID	Planned Start and End Date(s)	Student Equity Funds	Other Funds**
B.1	Fall 2015 through Spring 2018	\$653,400	SSSP - \$750,000, EOPS/CARE - \$45,000

• **Link to Goal**

- **Foster Youth:** Ensure alignment with Early Alert, three contacts with Counselors per semester, increase peer-to-peer mentoring through follow-up, and promote satisfaction of Comprehensive Student Educational Plan requirement. Promote college-wide collaboration with the Transfer Accelerated Pathways (TAP) initiative. In terms of persistence, TAP will embed 15-unit milestone incentives in order to increase course completion.
- **African American:** Ensure alignment with Early Alert. Summer orientation and introduction to programs which included update meetings to discuss Comprehensive Educational Plan completion. Provide essential study tips and strategies and links to Study Hall with drop-in math tutoring. Promote college-wide collaboration with the Transfer Accelerated Pathways (TAP) initiative. Engage family members to encourage student success and completion (Convocation through recognition process). In terms of persistence, TAP will embed 30-unit milestone incentives in order to increase course completion.
- **Hispanic/Latino:** Increase participation in Pre-SI and SI, promote CAS workshops. Offer a Los Padrinos “Welcome Back” event to connect campus mentors with potential mentees. Engage family members to encourage student success and completion (Convocation through recognition process). In terms of persistence, TAP will embed 48-unit milestone incentives in order to increase course completion.

• **Evaluation**

- Internal college data generated from qualitative surveys (Help U Survey), MIH data, BC Strategic Directions, focus groups, and interviews to triangulate outcomes in addition to college-based quantitative data (Renegade Scorecard, Kern Community College District, etc.).
- External qualitative and quantitative such as the California Community College Chancellor’s Office Data Mart, and the U.S. Census American Fact Finder.

District: Kern Community College District

College: Bakersfield College

- In addition to the pending internal Institutional Researcher position, the goal is to conduct bi-annual (Fall and Spring semester) assessments to gauge adherence to student equity plan alignment. Adjustments and re-alignments based on measurable outcomes will dictate how we address future delivery of programs and services.

Although the remaining three student indicators (ESL & Basic Skills Completion, Degree/Certificate Completion, and Transfer) have been completed, they have not been inserted into this document. The final completed version will be delivered to the College Council on Tuesday, November 10th.

District: Kern Community College District

College: Bakersfield College