

## Introduction

At nearly every conference in recent years, at least one speaker has dropped Peter Drucker's famous line that "culture eats strategy for breakfast" to a room full of nodding college leaders.

And while an organization's cultural norms can make or break the conditions for commitment and collaboration, we cannot devalue the power of structure. In *The Fifth Discipline: The Art and Practice of the Learning Organization* (1990), Peter Senge argues that structure influences behavior; altering structures can alter behaviors. In other words, a college will see the outcomes it seeks only when it systematically designs the structure to produce its intended outcomes.

In California, the focus on student success could not be clearer. With state investments of over \$1.5 billion since 2012, community colleges have seen substantial increases in resources via various categorical programs. Yet, system-wide progress has been slow, at best.

To find the perfect algorithm – that is, to efficiently address at scale a poorly designed, mal-aligned system in a county plagued by poverty and unemployment – Bakersfield College looked to one of the world's most innovative companies: Google. What we found is that scalability is a non-issue in an organization where systems are integrated.

Google Maps starts with the end in mind while a real-time systems integration of various features – from traffic congestion to parks and recreation – ensure one makes informed decisions along his or her journey to the desired destination. Using this inspiration, BC has developed a meaningful student success architecture to advance the Chancellor's *Vision for Success*.

**Question #1: From the perspective of the student population referred to in the introduction, what was the problem your innovation helped to address on your campus, college, or district? A strong response will define the problem using data that clearly delineates the student population and the disproportionate impact on student success.**

**The Problem:** Lack of Access, Clarity, and Mobility through baccalaureate pathways as a result of poor intersegmental alignment and systemic barriers

**Vision metrics:** 1) Reduce excess unit attainment, 2) improve associate degree completion, 3) Improve transfer rates, 3) reduce equity gaps, 4) reduce regional achievement gaps

Bleak educational attainment rates, debilitating unemployment topping 35%, and low overall preparedness to enter the UC and CSU systems directly from high school serve as the backdrop for Kern County students. (Question 1, table 1)

According to data reported by the California Department of Education, Kern County's educational attainment rates are of significant concern, with adults over 25 years of age earning bachelor's degrees at roughly half the rate statewide. In some surrounding rural communities, rates substantially drop to less than 2%. (Question 1, Table 2) In a recent study of 98 of the 100 largest metro regions in the country, researchers at the non-profit Measure of America found that Kern County has the highest rate of disengaged youth in the country. With 21.2% of those ages 16 to 24 neither in school nor working, over 26,000 young people in Kern County are completely disengaged. Low educational attainment and high disengagement paralyze social and economic mobility across our county, affecting the health of the communities we serve.

Bakersfield College's role in addressing persistent barriers to economic and social mobility is magnified in this community where, for too many, a college degree is seemingly out of sight. Yet, community colleges have historically exacerbated these issues of access, progression, and mobility through systemic institutional barriers which lead to excess unit attainment, lengthened time to completion, and low transfer rates.

Acknowledging the moral imperative to provide opportunities for social mobility, Bakersfield College has worked to strategically **reduce regional achievement gaps** through the intentional design of a student success architecture, through which multiple partners have aligned to remove systemic barriers and create clarity in the pathways to baccalaureate attainment for students in Kern County. BC's steadfast work to dismantle systemic barriers have included a laser focus on addressing mass under-placement upon entry, poor advising structures, and mal-alignment across educational systems.

**Question #2: Briefly describe the practice or policy that your campus, college, or district needed to change. Precisely describe the innovation and how it addressed the problem outlined in question 1. A strong response will demonstrate how this innovation is consistent with the Vision for Success**

Since 2013, BC has removed the walls dividing programs and resources to advance the Chancellor's *Vision for Success* and improve student outcomes. In recent years, college personnel have invested valuable time and resources into the identification of four, truly integrated and campus-wide performance indicators, of which many funding sources can and do support. The goals have become our college's mantra and the aligned activities our practice. They include:

- Attempting 15+ units in the first term
- Completion of transfer-level math and English in the first year
- Attempting 30+ units in the first year
- Completion of 9 core pathway units in the first year

**Data-Informed Decision-Making:** Despite clarity in our desired outcomes, BC lacked capacity for in-depth use of the data to drive timely and meaningful interventions to advance our student success work. To address this practice, BC recruited and trained a cadre of 30+ **Data Coaches** to utilize data across our momentum points to improve our integrated planning and activities. Data Coaches are faculty, classified staff, and administrators who participate in ongoing training, support campus-wide data projects, and directly support Completion Coaching Communities in their use of cohort-based data to illuminate the needs of students in each pathway.

Using this improved data analysis and sharing capacity, BC has addressed our efforts around intersegmental alignment to create clarity in educational pathways using a high-touch guided pathways framework. Data Coaches have proved instrumental in campus-wide reforms that have created clarity in the student experience. Specifically, analysis performed by BC Data Coaches have led to increased efficiencies and decreased institutional barriers in our use of **multiple measures** of assessment. More accurate placement has shown improved success and sequence completion for thousands of students. (Question 2, Table 1 and Table 2)

Data Coaches have partnered with discipline experts within each meta-major as a part of our **Completion Coaching Community** model. Through this collaboration, BC has expanded our intersegmental alignment efforts to improve pathway clarity and persistence. Examples include:

- Addressed transferability of courses and packaged pathways through high-touch alignment work with CSU Bakersfield; held ongoing coordination meetings with faculty across the two colleges to address issues of mal-alignment
- Developed sequenced pathway program maps for transfer programs in partnership with CSU Bakersfield
- Published pathway maps in the web-based **Pathways Program Mapper Tool**, a visual display of pathway curriculum that will be utilized in spring 2018 high school matriculation efforts to augment educational planning efforts
- Utilized outcomes data to enhance Pathways Program Mapper with job outlook and salary information in a true visual integration of student affairs and instructional outcomes

The Pathways Program Mapper Tool is currently live and may be viewed at <https://programmap.bakersfieldcollege.edu/academics>.

**Question #3: How did your campus, college, or district scale, or begin to scale, this innovation?** *A strong response will include data demonstrating the impact of the innovation on a larger number of students over time. Preference will be given to innovations that have been scaled campus, college or district-wide and benefitted the student populations noted in the Introduction.*

Bakersfield College has rapidly scaled our **high-touch, integrated strategies** to serve increasingly large numbers of students with a specific focus on historically marginalized students. With massive enrollment growth from 24,536 students in 2012-2013 to 32,645 students in 2016-17, BC has not only scaled to higher numbers of students but a greater proportion of students, as well. (Question 3, Table 1)

**Improved alignment** with our high school partners has led to at-scale improvements for incoming students throughout Kern County. Through a high-touch approach to intersegmental alignment, Bakersfield College has grown our footprint in the high schools for matriculation, registration, and dual enrollment. Each strategy started with a pilot and has scaled to address clarity and alignment in all pathways for incoming students.

- Provide on-site matriculation services 49 feeder high schools.
  - In 2016-17, worked with students nearly 9,000 times before they stepped on campus. (Question 3, Table 2)
- Grew dual enrollment by over 1,200% from 235 in 2013-14 to 3,106 in 2016-17. (Question 3, Table 3)
- Applied multiple measures of assessment to incoming students, resulting in massive improvements in college-level placement and subsequent success in those courses. (Question 3, Table 4)
  - Improved college-level English placement from 29% in 2013 to 55% in 2016.
  - Improved college-level math placement from 3% in 2013 to 29% in 2016.
- Improved early educational planning and advising led by **Completion Coaching Communities** has improved progress in momentum points
  - Attempting 15+ units in the first term: from 11.3% to 15.6% from fall 2016 to fall 2017. (question 3, Table 5)
  - Improved college-level English completion from 21% to 25% for Latino students
  - Improved College-level English completion from 9% to 25% for African American students (Question 3, Table 6)

In our integrated framework, BC has kept laser focus on the end objective: improving baccalaureate attainment rates throughout Kern County. As such, our high-touch work with our primary four-year university partner, CSU Bakersfield, has resulted in at-scale improvements for **transfer**-intent students. Evidence that demonstrates how our high-touch strategies of structured conversations with a key four-year partner can improve access to baccalaureate completion include:

- Grew Associate Degrees for Transfer pathway offerings by 900%; recognized by the Campaign for College Opportunity in June 2016
- Grew Associate Degree for Transfer awards by over 1,400%, contributing to overall BC degree completion by 58.8% since 2012 (Question 3, Table 7). ADTs accounted for 45% of all BC awards in 2017-18. (Question 3, Table 8)
- Average unit attainment for students pursuing the ADT is 83 compared to 97 for the AA/AS general pathway. (Question 3, table 9)
- Increased transfers to CSU Bakersfield by 36.2% in the last 5 years, with a total of 78.82% of all CSU transfers choosing CSUB. (question 3, table 10) The majority of transfers are Latino.

- Increased two-year baccalaureate completion of BC transfer students at CSUB from 31% in 2010 to 48% in 2014, exceeding CSU's *Graduation Initiative 2025* goal.

**Question #4: Explain in detail the specific barriers that were addressed to begin scaling the innovation across the campus, college, or district.** *A strong response will include a discussion of what resources, programs, staffing or reporting needed to be integrated or braided to achieve the desired changes. This response should give the readers a clear understanding of the experience of change at your campus or district.*

***Barrier #1: Staffing & resources management***

Bakersfield College has creatively leveraged funding sources to expand staffing in support of our intersegmental alignment work. In 2015, BC established an integrated resource planning model to expand our capacity to address institutional barriers to social and economic mobility. BC utilized categorical funding to establish a robust Office of Outreach & School Relations to expand our presence in the high schools and ensure a high-touch onboarding for our first generation students. Since then, the college has seen our SSSP and Student Equity funding allocations double; when integrated with Basic Skills, Strong Workforce, VTEA, Title V, and other categorical funds, we have scaled our multiple measures of assessment application by hand to each incoming student's transcript, delivered more educational plans than ever before, created a robust extended Summer Bridge program, massively expanded our supplemental academic support services, and improved outcomes across our momentum points – all with a particular focus on our most underserved students.

***Barrier #2: Data-sharing accuracy and efficiency***

For the past several years, BC has diligently worked to address inaccuracies and inefficiencies in data access, analysis, and sharing. To address inadequate staffing and information technology capacity, BC's establishment of a Data Coaching model engaged faculty, staff, and administrators across campus in the deep work required to address barriers in our own systems which prevent student mobility through their educational pathways. Data Coaches utilize high-tech tools, including CCCApply, AccuPLACER, Banner, Cognos, AccuSQL, DegreeWorks, Canvas, and more to improve our understanding of the student experience.

In addition to our Data Coaching model, BC's high-touch approach to partnership development and engagement has led to efficiency in our data-sharing. For example, BC staff in our Outreach & School Relations may directly access and download Kern High School District student transcripts to facilitate the application of multiple measures of assessment.

As a result of our enrollment growth led largely by our presence in the high schools, and improvement in student outcomes through our Completion Coaching Community model and use of Data Coach expertise, Bakersfield College has been able to formally establish an Office of Institutional Effectiveness staffed by six full-time staff members.

***Barrier #3: Intersegmental alignment and transfer mal-alignment***

To address transfer mal-alignment, Bakersfield College has established a Transfer Task Force, through which faculty leaders have developed a joint MOU with our primary transfer partner, CSU Bakersfield. Through high-touch, in person meetings with dozens of faculty from each institution, the college has examined issues of mal-alignment, developed mutually agreed-upon course sequences, thus creating the data source for the Pathways Program Mapper Tool. Further, BC has developed a county-wide college promise, *The Kern Promise*, focused entirely on Associate Degree

for Transfer Pathways.

High-tech innovations such as the Pathways Program Mapper and Data Coach use of AccuSQL reports, Banner and Cognos report training, and more have complemented and expanded our high-touch strategies to create clarity and efficiency for students, faculty, and staff alike.

**Question #5: Explain how your campus or district will collaborate with the Chancellor's Office to disseminate this innovation throughout the state to benefit other colleges seeking to solve a student success issue.** *A strong response will include broad dissemination strategies that are integrated with current practices, tools and mechanisms to support professional development in the California Community Colleges. This plan will identify activities, responsible individuals, timelines and estimated costs. Although a detailed budget is not required, a thoughtful estimate of the costs to scale this innovation will contribute to a strong application*

BC will use award dollars to scale high-touch, high-tech innovations that improve connectivity and efficiency to advance the *Vision for Success*. BC will leverage existing professional development structures, such as IEPI and the RP Group, for our high-touch dissemination strategies while a focus on the high-tech will enhance efficient scalability, saving taxpayer dollars, and creating singular solutions to solve myriad problems.

--*Innovation #1 (\$1M) BC transfer mapping by implementing the **Pathways Program Mapper** statewide; Support the integration of eLumen, EduNav/Starfish, and CurricUNET in the development of **COCI 2.0**.*

The high-touch BC to **CSU Bakersfield** course sequencing became the initial data source for the Pathways Program Mapper. BC collaborated with the **CCC Chancellor's Office** to conceptualize a visual representation for sequenced program pathways and clarify the connection between programs and the labor market; as the concept evolved, BC worked with **Concentric Sky** to develop and release the tool. With ADT pathways initially available, the Mapper is rapidly scalable across an institution and the state using commonly available data, such as MIS files, the Chancellor's Office Curriculum Inventory (COCI), and eLumen data.

Vice Chancellor, Omid Pourzanjani and Chief Technology Officer for the **Butte Technology Center**, Lou Delzompo, have provided the Mapper team with insight about the trajectory of COCI. They have led high-level meetings to envision the development of a common data standard for all curriculum inventories and the creation of a single curriculum repository that is current and connected to the programs colleges use to maintain curriculum.

BC and **eLumen** co-presented at the Senate SLO conference to disseminate systems-integration strategies which can become a scalable model to *clarify the path* to the baccalaureate in communities where educational attainment rates are especially low.

--*Innovation #2 (\$1.5M) placement strategies through the establishment of a placement data clearinghouse to facilitate intersegmental data sharing of student achievement data, supporting AB705 implementation and supporting data integration projects like Project Super Glue.*

As an early innovator in the use of high school performance data for student placement, BC has established multiple partnerships and tapped multiple resources to maximize impact. We are converting local data sharing agreements into **California College Guidance Initiative (CCGI)** MOUs. CCGI data will be the first tier of our incoming high school data with the second tier based on our partnership with **Cal-PASS Plus**. The third tier will use self-reported high school data from **CCApply** to provide a safety net for students not represented in one of the first two tiers.

BC and CSUB are meeting with the CEO of the *CCGI* to advance college readiness in Kern County. With the CSU system already having a common ERP, BC and CSUB's partnership provides an opportunity for early data integration testing and sharing to help students *enter and stay on the path* toward the baccalaureate degree.

--*Innovation #3 (\$1.5M) Data Coaching Model* by leveraging innovation #2 into a statewide **Data Warehouse** that feeds college completion communities data to advance momentum points. Support a single, statewide, **cloud-based ERP** to facilitate data integration.

## Bakersfield College Innovation Award Appendix

### QUESTION 1

*Question 1, Table 1: Rates of UC/CSU Prepared Graduates*

<i>Year</i>	<i>California</i>	<i>Kern County</i>
2012-13	39%	30%
2013-14	42%	33%
2014-15	43%	31%

*Question 1, Table 2 - Comparative Adult Educational Attainment Levels, 2016*

<b>Educational Attainment</b>	<b>State of California</b>	<b>Kern County</b>	<b>BC Service Area</b>	<b>City of Bakersfield</b>	<b>Delano</b>	<b>Northwest Cluster</b>	<b>South Cluster</b>
<b>Less Than High School</b>	19.2%	26.0%	28.3%	20.3%	47.0%	46.1%	63.7%
<b>High School Graduate</b>	20.7%	27.0%	26.4%	25.4%	26.2%	28.3%	19.3%
<b>Associate Degree</b>	7.8%	7.2%	6.8%	7.8%	3.6%	4.4%	2.9%
<b>Bachelor's Degree</b>	19.8%	10.4%	10.4%	13.6%	5.2%	3.9%	1.7%
<b>Graduate Degree</b>	11.6%	5.4%	5.3%	7.1%	1.9%	1.9%	0.6%
<b>Less Than HS &amp; HS Grad</b>	39.9%	53.0%	54.7%	45.7%	73.2%	74.4%	83.0%

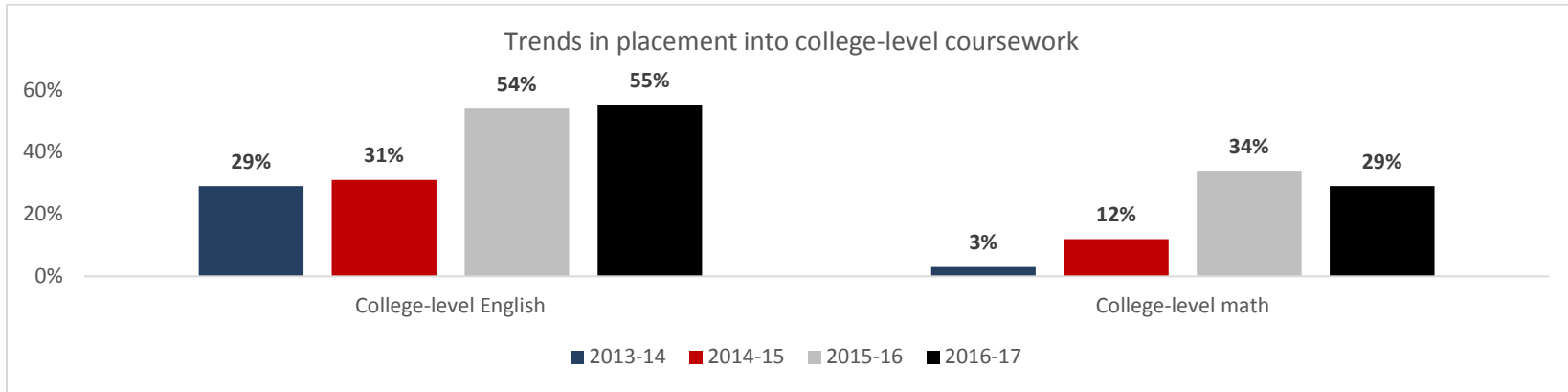
*Source: ESRI/Cambridge West*



# Bakersfield College Innovation Award Appendix

## QUESTION 2

Question 2, Table 1: College-Level Placement Trends



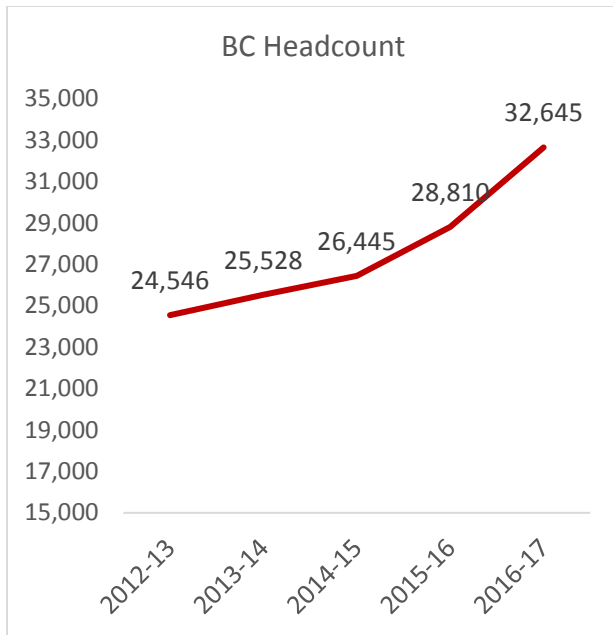
Question 2, Table 2: Transfer-Level English Completion, Disaggregated

Transfer Level Achievement English	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate	Cohort Size	Cohort Rate
1-Year										
All	1,804	16.7%	1,751	20.7%	2,021	22.6%	2,135	26.3%	2,300	29.3%
African American	100	9.0%	56	5.4%	63	11.1%	53	11.3%	73	20.5%
Hispanic	1,064	12.0%	1,068	15.1%	1,390	20.0%	1,497	22.7%	1,654	26.7%
White	467	26.8%	448	34.2%	395	32.9%	411	37.7%	402	39.8%
2-Year										
All	1,804	30.2%	1,751	36.8%	2,021	40.2%	2,135	40.2%	2,300	44.6%
African American	100	17.0%	56	21.4%	63	27.0%	53	24.5%	73	34.2%
Hispanic	1,064	24.9%	1,068	31.2%	1,390	37.1%	1,497	36.2%	1,654	41.5%
White	467	43.9%	448	47.8%	395	51.6%	411	54.0%	402	55.0%

## Bakersfield College Innovation Award Appendix

### QUESTION 3

Question 3, Table 1: BC Headcount trends



Question 3, Table 2: High school Outreach & Placement Strategies

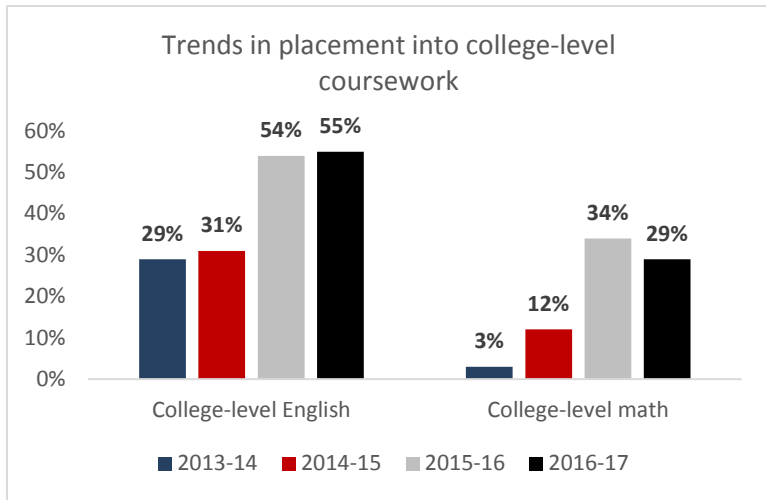
Matriculation Step	# Workshops	# Students Served
Step 1 - Application	34	1502
Step 2 - Orientation	44	1784
Step 3 - Assessment	59	2390
Step 3 - Assessment (non-primary)	34	744
Step 4 - NSW & ASEP	81	2114
Step 5 - Registration	13	Unavailable
<b>Totals:</b>	<b>265</b>	<b>Over 8,534</b>

Question 3, Table 3: High School Concurrent and Dual Enrollment Numbers

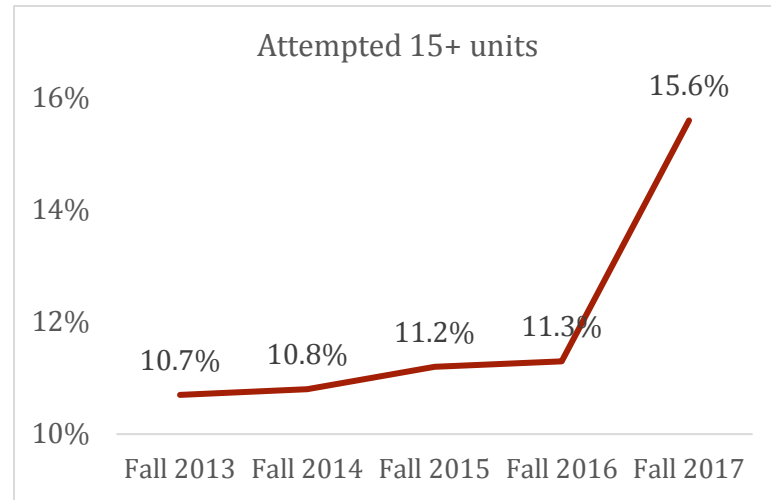
	2013-14	2014-15	2015-16	2016-17
<b>BC Dual Enrollments</b>	235	500	1,710	3,106

# Bakersfield College Innovation Award Appendix

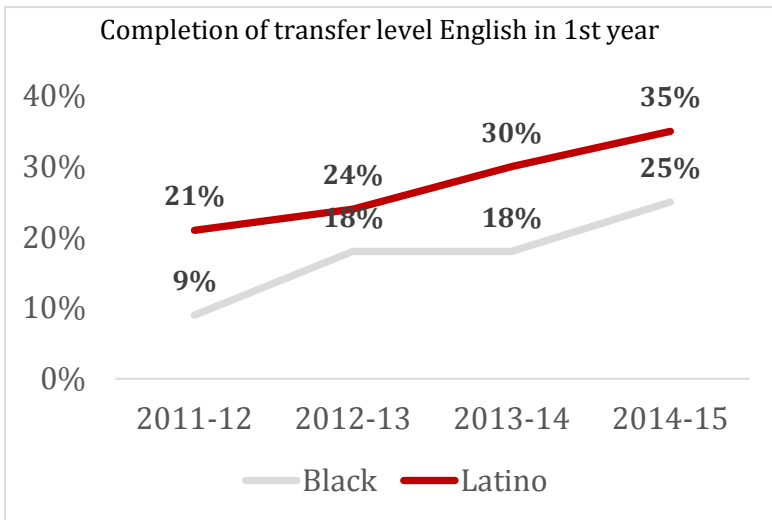
Question 3, Table 4: College-Level Placement



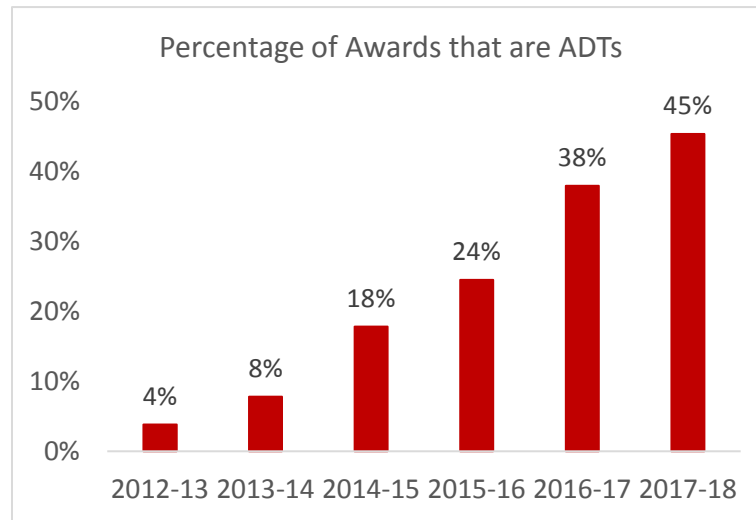
Question 3, Table 5: Early Momentum Point Progress



Question 3, Table 6: Transfer-Level English Completion



Question 3, Table 8: ADT Awards

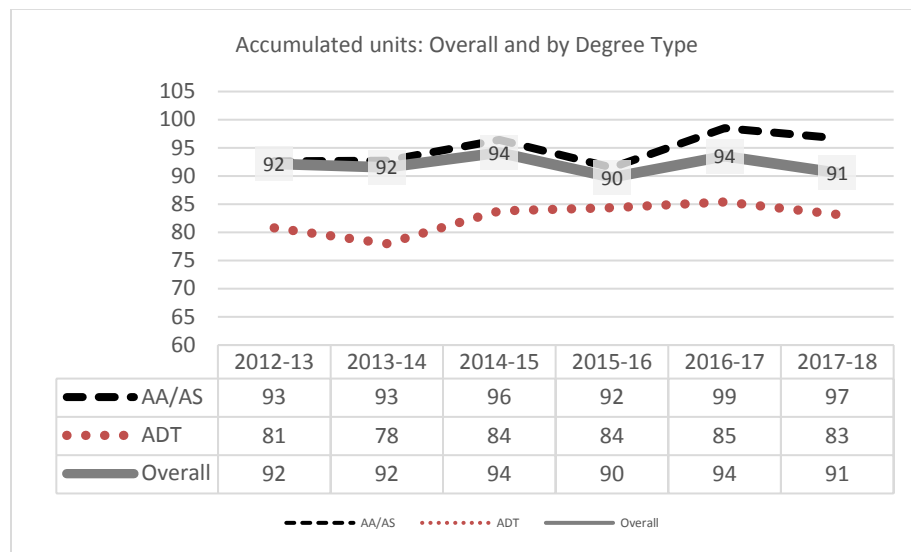


# Bakersfield College Innovation Award Appendix

Question 3, Table 7: Award Attainment by Type

	2012-13	2013-14	2014-15	2015-16	2016-17
<b>AA/AS Degree</b>	783	946	794	933	804
<b>AA-T/AS-T Degree</b>	31	80	172	303	489
<b>AS/ADT TOTAL</b>	<b>814</b>	<b>1,026</b>	<b>966</b>	<b>1,236</b>	<b>1,293</b>
<b>Certificate of Achievement</b>	287	298	299	384	325
<b>Job Skills Certificate</b>	736	721	660	802	842

Question 3, Table 9: Unit Accumulation by Degree Type



Question 3, Table 10: CSUB Transfer Trends

