

IEPI 2019-20 SEM Program Application

Please mark each of the activities listed below to verify your college's commitment to participating in the entire SEM Program:

- ✓ The college SEM project team includes up to ten members of the college and represents the necessary subject matter expertise related to the SEM project, as well as representatives from all constituent groups.
- ✓ The college SEM project team members will participate in the two-day SEM Academy.
- ✓ The college will host up to two campus visits by the designated team of SEM coaches; one in the Fall and one in the Spring.
- ✓ The college SEM team will participate in scheduled monthly update calls with the designated team of SEM coaches.
- ✓ The college SEM team will participate in the one-day Mid-Point Convening.
- ✓ The college SEM team will participate in the one-day End-of-Program Convening.

Indicate who will comprise the 2019/2020 college SEM project team.

Name Billie Jo Rice **Title** Dean **Constituent Group** Instruction

Name Grace Commiso **Title** Dean **Constituent Group** Student

Success & Counseling

Name Lora Larkin **Title** Professor **Constituent Group** Psychology

Name Kathleen Rush **Title** Faculty Chair **Constituent Group** Math

Name Jennifer Jett **Title** Faculty Chair **Constituent Group** English

Name Victor Diaz **Title** Professor **Constituent Group** Counseling

Name Dan Hall **Title** Director **Constituent Group** Student

Success Technologies

Name Amber Hroch **Title** Institutional Researcher **Constituent Group** Office of

Institutional Effectiveness

Name Krista Moreland **Title** Professor **Constituent Group** Co-chair of

Enrollment Management Cmte

Name Josh Shackelford **Title** Educational Advisor **Constituent Group** Transfer

Indicate which of your SEM project team members will be the SEM Program liaison (point of contact).

Name Billie Jo Rice **Phone** 661-395-4936 **Email** brice@bakersfieldcollege.edu

Use the following seven items to write a brief description of the SEM project your college intends to develop and implement during the one-year SEM Program.

1. Title of the SEM project. *Entry Through Completion (ETC) Project*

2. Provide a description of the key components of the project.

Bakersfield College's *Entry Through Completion Project* is characterized by three key components:

- Integration of counseling and advising staff in strategic enrollment management with an intentional focus on transfer-level English and math enrollment for all pathways
- Strategically identify and address bottlenecks that hinder timely student completion
- Development of a robust late-start course schedule as a strategy to improve student access and completion
- Implementation of predictive analytics and scheduling software to support strategic planning

3. List the desired or expected outcomes of the SEM project.

Through this project, Bakersfield College aims to:

- a. Increase the number and percentage of first-time students who attempt 15+ units by the end of the first term
- b. Increase the number and percentage of first-time students who complete transfer-level English and math in the first year
- c. Increase the number and percentage of first-time students who attempt 30+ units by the end of the first year
- d. Decrease excess unit accumulation at time of completion
- e. Close equity gaps in all institutional momentum points
- f. Increase the number and percentage of students who complete Associate Degrees for Transfer
- g. Reduce overall time to completion

4. Describe the challenges or opportunities the SEM project will address.

Bakersfield College has made major strides in student access, progression, and completion in recent years through institutional redesigns using a guided pathways framework. These opportunities have paved the way for the Strategic Enrollment Management project to remove remaining barriers to student completion.

The college's intentional work to address transfer barriers provides important context for the key characteristics of the *Entry Through Completion Project*. In 2016, BC led the charge to develop a countywide college promise, *The Kern Promise*, focused on Associate Degree for Transfer Pathways. To strengthen and advance work specifically focused on issues of transfer misalignment, BC established a transfer task force: the Workgroup to Advance Regional Baccalaureate Attainment (WARBA). Through WARBA, faculty leaders from BC and CSU Bakersfield developed a joint Memorandum of Understanding to clarify pathways from the community college to the four-year university – to be later called the ***Finish in 4*** project.

Through the project's development, dozens of BC and CSUB faculty organized through in-person meetings to identify issues of misalignment across the transfer pathways program-by-program. Through our collaboration, faculty identified course articulation and/or ADT modifications to develop 29 fully-transferable, sequenced semester roadmaps which align coursework from the BC Associate Degree for Transfer through to the CSU Bakersfield baccalaureate.

Following this 18-month project, BC contracted with Concentric Sky with support from the California Community Colleges Chancellor's Office (CCCCO) to develop the **Program Pathways Mapper** (PPM) tool. The tool helps students visualize their programs in the context of expected employment outcomes, and relied on the course sequencing work BC and CSUB faculty undertook. View the tool at <https://programmmap.bakersfieldcollege.edu/academics>.

Specific outcomes from this work include:

- Grew Associate Degrees for Transfer pathway offerings by 900%; recognized by the Campaign for College Opportunity in June 2016. BC offers 31 Associate Degrees for Transfer
- Grew Associate Degree for Transfer awards by over 1,400%, contributing to overall degree completion by 58.8% since 2012. ADTs accounted for 45% of all BC awards in 2017-18.
- Average unit accumulation for ADT students is 83 compared to 97 for general AA pathway.
- Increased overall transfer rate in the past four years: 57% to the UC and 43% to the CSU
- Since 2012-13, BC more than doubled first-year completion rate of transfer-level English
- Completion of transfer-level math in the first year increased 38% from 12-13 to 17-18.

These improvements in pathway clarity and alignment have stressed the system; growing demand among First Time in College (FTIC) students for transfer-level courses has led to the following challenges:

- Waitlists in English B1A, BC's gateway transfer-level English course, are consistently among the highest of all courses offered at the college
- Capacity concerns for Psychology B5 and Math B22, the transfer-level statistics courses
- Excess unit accumulation as students wait (churn) for an open course
- Students choose to transfer without a degree due to bottlenecked gateway courses

5. Describe how the challenges or opportunities be addressed through the SEM project (e.g., specific strategies or practice).

Embedded in each Completion Coaching Community, Bakersfield College counselors and advisors have direct student contact with a designated cohort of students. Through work with their assigned Data Coach, counselors and advisors are responsible for ensuring their students enter and stay on path to meet the following institutional guided pathways momentum points:

- Attempt 15+ units by the end of the first term
- Complete transfer-level English and math in the first year
- Attempt 30+ units by the end of the first year

To advance student outcomes across these momentum points, counselors and advisors must engage directly with the college's enrollment management work within our Completion Coaching Community Structure. This structure will advance our work by creating an institutional agility in solutions building as those closest to the students identify and address institutional barriers in enrollment management.

To complement the **high-touch approach** to enrollment management, which engages faculty and staff who serve students directly, the college must embrace a **high-tech solution** to ensure the strategy is quickly scalable. The college must implement a predictive analytics and scheduling software to facilitate its enrollment management work while focusing on the development of a robust late-start course schedule to meet the needs of a more diverse student population.

6. Describe how the SEM project benefits students.

While Bakersfield College has made major strides in opening its doors wider than ever, reaching students in their high schools, in prisons, and online, the college has significant work to do to remove barriers to key courses critical to student completion. Embracing a guided pathways framework, BC is unwilling to accept that increasing access and enrolling more students is sufficient to fulfill our mission. Instead, BC must strategically focus on offering the courses students need – when and where they need them. With a stronger commitment to enrollment management, Bakersfield College students can expect to accumulate fewer excess units and complete in a timely manner, saving them money and accelerating their time to a livable wage.

7. Explain the support or benefit you expect your college and/or your SEM project team to receive by participating in the SEM Program.

Bakersfield College has a rich history of utilizing coaching and professional development opportunities to advance our institutional work to improve student outcomes. Examples include the AACC Pathways Project, Achieving the Dream, and Leading from the Middle. Through each of those programs, Bakersfield College has initiated major institutional redesigns resulting in impressive improvements in student outcomes.

Through the focused time-on-task, the SEM Academies afford Bakersfield College the critical opportunity to connect in deep and meaningful ways in a focused and supportive environment. Using each Academy, coach visit, monthly call, and convening as opportunities to create internal deadlines to advance our *Entry Through Completion Project* ensures we prioritize this project and requires team members to actively participate.

BC college leaders take seriously the commitment to this project and pledge to utilize the technical assistance and professional development opportunities to strengthen our enrollment management strategy to the benefit of our students.