

BAKERSFIELD COLLEGE

Advancing Baccalaureate Attainment in the Central Valley through Intersegmental Pathways from the 9th grade to the CSU

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According to data reported by the California Department of Education, Kern County's baccalaureate attainment rates are of significant concern at roughly half the statewide rate. In rural service areas, fewer than nine in every 100 residents holds a bachelor's degree or higher.

Even beyond the borders of Kern County, there is a widely recognized shortage of educated workers in California. The Public Policy Institute of California has estimated that the state will have a shortfall of 1 million workers with bachelor's degrees by 2025.¹

To address this shortage, Bakersfield College has invested in the development of three key strategies:

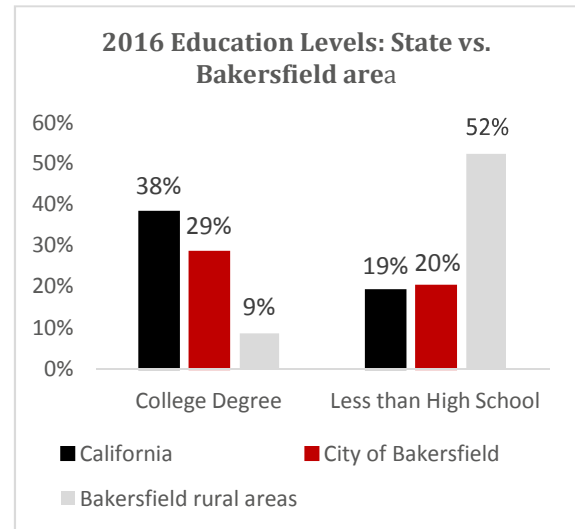
1. Development of **Early College pathways** beginning in the 9th grade
2. Increasing Associate Degree for Transfer Completion through the **Finish-in-4** agreement with CSU Bakersfield
3. Implementation and scale of the **Program Pathways Mapper** to align curriculum across systems

Through this investment from the state, Bakersfield College (BC) aims to scale these intersegmental strategies to increase regional baccalaureate attainment from 9% to 19% by 2025.

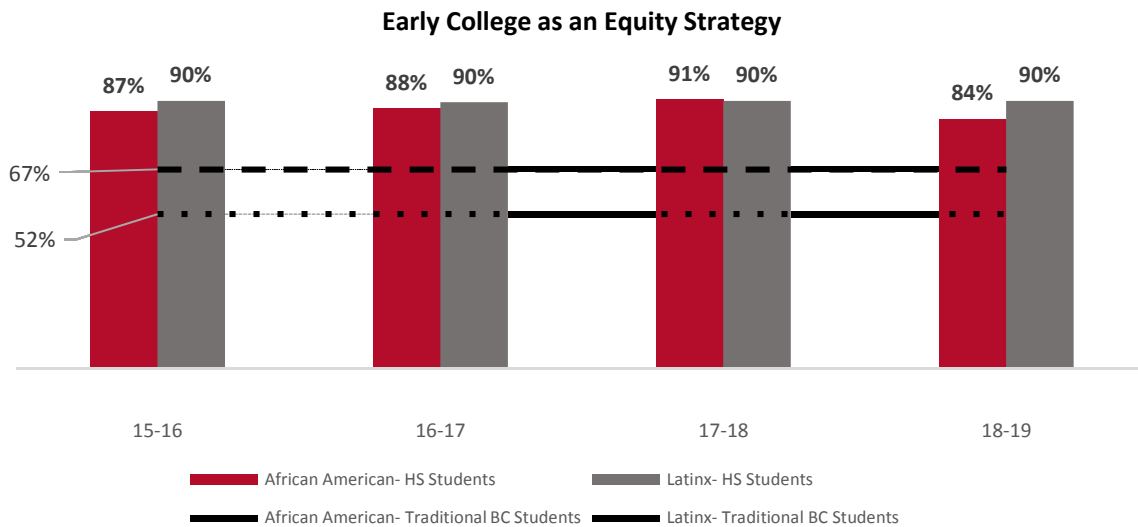
EARLY COLLEGE

Bakersfield College's tried-and-true Early College program has improved degree completion and graduation rates, decreased achievement gaps, and demonstrated economic benefits to the student and the taxpayer. Notable outcomes include:

- 38 Graduates from Wonderful College Prep in Spring 2018
- 94 Graduates from Wonderful and Wasco High School in Spring 2019
- First cohort from Arvin High School is in year 3 and expected to graduate in Spring 2021
- First cohorts at McFarland, Delano, Robert F. Kennedy, Cesar Chaves, and Shafter are in year 1 and expected to graduate in Spring 2023
- Latinx Early College students perform 23% higher than traditional Latinx students at BC
- African American/Black Early College students perform an average of 36% higher than traditional African American/Black students at BC



¹ <https://www.ppic.org/publication/californias-need-for-skilled-workers/#fn-1>



Early College Economic Benefits

- Estimated Savings for Students & Parents *(Based on Degree Completion)*

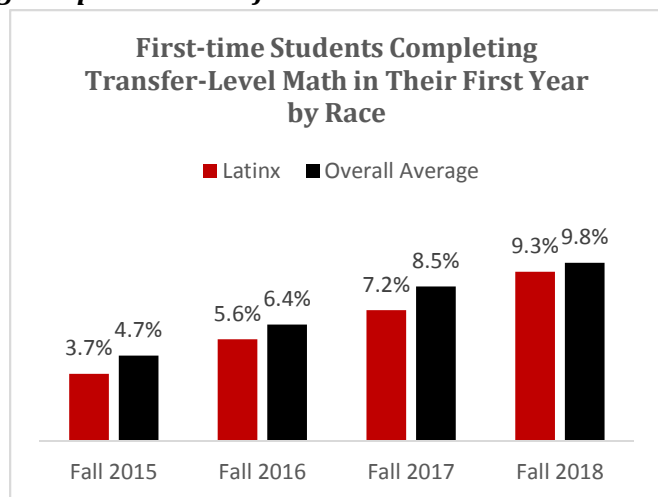
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|--------------------------------|-----------------|
| Tuition and Fees | \$3,060 |
| Textbooks and Materials | \$3,000 |
| Transportation & Lodging | \$9,560 |
| Total Estimated Savings | \$15,620 |

- Benefits to the College *(Based on Student-Centered Funding Formula)*

| | |
|-------------------------------------|--------------|
| Special Admit FTES Apportionment | \$5,457 |
| Associate Degree Completion | \$2,628 |
| Certificate Completion (9-16 Units) | \$876-\$1752 |

Increasing Degree Completion by Improving Completion Transfer-Level Math in the First Term

Research out of the Community College Research Center of Columbia (Jaggars, Edgecombe, & Stacey, 2014; Scott-Clayton & Rodríguez, 2012), as well as The RP Group’s 2016 Through the Gate Transfer study, identified math completion as a common obstacle to transfer.² In response, BC has invested heavily in redesigning placement practices into program-appropriate math pathways to advance equitable student outcomes. While significant work remains, BC has seen notable progress in this metric.



² <https://rpgroup.org/through-the-gate-transfer-study>

Latinx: First-time Latinx students have seen a 5.6 percentage point increase in completion of transfer-level math in the first year, which is a 151% relative percentage increase in a 4-year period. In 2018, 217 more Latinx students completed transfer-level math in the first year than in 2015 – a 190% increase in successful students.

Early College: The proportion of Early College students who complete their transfer-level math in their first year is 6 percentage points higher than their non-Early College peers.

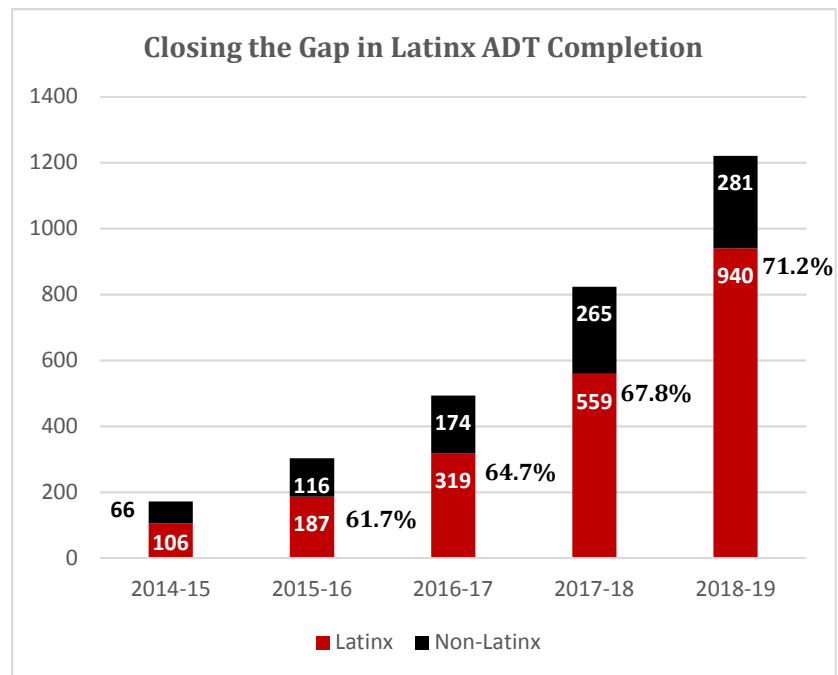
GROWING ADT TO BACCALAUREATE ATTAINMENT

With intensive focus on strengthening curricular alignment from high school through the Associate Degree for Transfer to baccalaureate attainment, BC has leveraged our partnership with California State University Bakersfield (CSUB) to improve outcomes throughout our region.

The Kern Promise’s ***Finish-in-4 project is an unprecedented partnership between higher education institutions to support baccalaureate completion within in 60 semester units*** at BC and 60 units at CSUB over four years. Through the MOU with CSU Bakersfield, BC students are then guaranteed admission to CSUB in a similar major and junior-level standing. This work has resulted in at-scale improvements for transfer-intent students. Evidence includes:

- Grew ADT pathway offerings by 900%
- Grew Associate Degree for Transfer awards by over 637%; awarded over 1,200 in 2019
- Average unit attainment for the ADT is 83 compared to 97 for the AA/AS general pathway
- Increased overall transfer rate in the past four years: 57% to the UC and 43% to the CSU
- 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. The majority of transfers are Latinx.

Latinx: With major investments in streamlining transfer pathways to our largest transfer institution, CSU Bakersfield and making those maps accessible in the Program Pathways Mapper, BC closed the Latinx gap in Associate Degree for Transfer attainment from 61.6% to 71.2% of degree completers. The proportion of Latinx ADT completers now exceeds their representation among the overall student population of 67%.



INTERSEGMENTAL CURRICULUM ALIGNMENT: PROGRAM PATHWAYS MAPPER

Pioneered through a collaboration between BC and software design and development firm Concentric Sky, with support from the CCC Chancellor's Office (CCCCO), the Program Pathways Mapper features an interactive visualization of the traditional course catalog alongside easy-to-understand career data, facilitating students' deeper understanding of their potential options as they explore available college programs.

The work of clarifying student pathways through college matters because it *facilitates the path to transfer and degree completion for college students, particularly those who are first-generation college students with little social capital or "college knowledge."* Additionally, clarifying the path helps college and university personnel to be more effective and intentional in their support of student completion goals.

Program Map

Computer Science Associate in Science for Transfer

Pathway To: UC Time to Completion: 2 years Map View List View

| 1 ST TERM | 2 ND TERM | 3 RD TERM | 4 TH TERM |
|--|---|--|---|
| COMP B11 3.0 Units Programming Concepts and Methodology I | COMP B12 3.0 Units Programming Concepts and Methodology II | COMP B13 3.0 Units Computer Architecture and Organization | COMP B14 3.0 Units Discrete Structures |
| MATH B6A 4.0 Units Analytic Geometry/Calculus I | MATH B6B 4.0 Units Analytic Geometry/Calculus II | PHYS B4B 4.0 Units Heat, Electricity, Magnetism | |
| | PHYS B4A 4.0 Units Mechanics and Wave Motion | | |
| Oral Communication 3.0 Units Choose a course from Group 1C. | PHIL B9 3.0 Units Critical Thinking and Advanced Composition | Social and Behavioral Sciences 3.0 Units Choose a course from Area 4. | HIST B18 3.0 Units History of California |
| Arts 3.0 Units Choose a course from Group 3A. | | Arts and Humanities 3.0 Units Choose a course from Area 3. | HIST B17A 3.0 Units History of the United States |
| ENGL B1A 3.0 Units Expository Composition | | | ANTH B1 3.0 Units Physical Anthropology |

Program Pathways Mapper is a critical and necessary systems solution which, when implemented across all community colleges, will immediately allow the over 2.1 million students to identify their educational plan using the shortest path. Having students start on their path with this step is the single investment which will change the trajectory to their completion, resulting in a massive increase in the outcomes identified in Vision for Success. The Mapper tool presents to us systems-based solutions to the barriers that have plagued many college leaders as they wrestle with the most complex and pressing issues of our time. Only intentional efforts to clarify the path, get students on the path, and keep them there will result in the outcomes we seek.