Where Guided Pathways is mentioned in BC's ISER 2018

This document contains excerpts from Bakersfield College's 2018 Institutional Self-Evaluation Report (ISER). The full ISER is posted at https://www.bakersfieldcollege.edu/accreditation/2018ISER . These excerpts focus on the Guided Pathways system redesign and the role that the Guided Pathways Implementation Team will play in BC's decision-making processes. You'll see what's been lifted out when you see the ellipsis "…". Page numbers are for the full ISER document and are the pages from where the excerpts come, not necessarily where the particular standard begins! Refer to the full ISER document for the evidence citations (starts on page 187 of the PDF posted online).

Certification of Institutional Compliance with Eligibility Requirements

3. (Page 27) **Degrees**

As a Guided Pathway college, students enroll into a designated education pathway at entry. Nine Learning & Career Pathways lead to certificates, degrees, and/or transfer, while one pathway has been designed to help students explore and identify a goal in the first semester at the college. Evidence of our degree offerings are available in Standards I.A.1, I.C.2, I.C.4, II.A.1, and II.A.9, II.A.12, and II.A.13.

…

Certification of Institutional Compliance with Commission Policies

…
Standards and Performance with Respect to Student Achievement
[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]
Evidence documented in Standard I.B and II.A describe student performance and achievement at BC. Program Review, Strategic Directions scoring, and Assessment processes integrate evaluation of student achievement within programs and link the results with planning and decision-making. In addition, BC's guided pathways redesign of processes integrate new levels of student performance and achievement with intrusive messaging. The Institutional Scorecard defines the standards of student performance based upon our mission and reports the measurements through a college-wide process that addresses the Institution-Set Standards. These standards include required elements of job placement rates for program completers. For programs in fields where licensure is required, the licensure examination passage rates for program completers. Data Coaching practices discussed in Standards I.A.2, I.B.3, I.B.6, and IV.A.5 describe the broad discussions about student data at BC, an area that has expanded, and become part of the college DNA. The college complies with the Commission *Policy on Standards and Performance with Respect to Student Achievement*.

Credits, Program Length, and Tuition
[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]
Credit hour assignments and degree program lengths are within the range of good practice in higher education, comply with strict California regulation, C-ID and Transfer degree agreements that align with four-year institutions. Course and program descriptors are being even more thoroughly scrutinized within the Guided Pathways framework. Curriculum committee review, external program accreditation such as Radiologic Technology and Nursing programs, in addition to recent work with transfer institutions and Strong Workforce planning has resulted in verification of credit hours, clinical practice course and degree paths.

…

I.A.1 (Page 31) The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.
…
Bakersfield College's learning environment is ***supportive***. With a focus on the 80% of First Generation students, BC is deploying a high-tech, high-touch strategy through teams of faculty and staff we call our Completion Coaching Communities. Completion coaches work together to ensure all students have access to the tools they need to be successful from entry to transfer and/or employment. (I.A.1-9).
…

I.A.2 (Page 32) The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Bakersfield College determines how effectively it is accomplishing its mission through the use of data organized through four distinct data strands: 1. Student Learning; 2. Student Achievement; 3. Operational data; and 4. Perception data. These strands provide structure to the college's ***Strategic Directions (SD)*** which detail five institutional priorities tied to our Mission Statement (I.A.2-1). BC reviews and revises these priorities every three years. We discuss in Standard I.B our re-organization of the SD for 2018-21 into the four pillars of Guided Pathways to coincide with the collegewide Guided Pathways System redesign.
…

I.A.3 (Page 34) The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.
…
In spring 2017, Bakersfield College released the Educational Master Plan (EMP) 2017-2020 that demonstrates how we will operationalize the Strategic Directions in advancing ***student learning and achievement***. The EMP 2017-2020 shows how we are answering two critical questions for our future: (1) how will we continue to meet the growing needs of a community characterized by many students that live between financial and educational resource gaps; and (2) how will we maintain rigor while increasing timely completion and valuing each student's goals and life challenges? As such, BC has embarked on a systemic Guided Pathways redesign of how we guide students to complete their educational goals (I.A.3-5).
…

I.B.1 (Page 35) The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
…
The latest EMP for 2017-20 will guide us through 2020. The 2017-20 EMP is set in the Guided Pathways framework to improve student success and promote equity in achievement and learning outcomes (I.B.1-16; I.B.1-17; I.B.1-18).
…

I.B.3 (Page 38) The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)
…

BC has ***assessed our progress*** and made steps to continuously improve the ISS through an ***iterative process.*** The first ISS were based on the ARCC 2.0 data through college-wide dialog and voting and have since evolved (I.B.3-8). The second iteration of the ISS aligned with our Strategic Directions. BC developed the current ISS in spring 2017 through a process of data review by the Office of Institutional Effectiveness, Data Coaches, and management (I.B.3-9). As a result, BC added three new factors into the ISS:

- ***IEPI key indicators*** from the CCCCO
- ***Guided Pathways metrics*** for milestones and completion
- ***CTE and Employment data*** – CTE success, awards, Skills Builders, award specific employment and gainful employment

…

I.B.4 (Pages 39–40) The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
…

As this ISER was being developed, we re-organized the Strategic Directions into the four pillars of Guided Pathways to coincide with the collegewide Guided Pathways System redesign (I.B.4-7). The four pillars (Clarify the Path, Enter the Path, Stay on the Path, and Ensure Learning) are described more fully in other parts of the ISER. Because the 2018-2021 Strategic Directions were still in development as this ISER was finalized, our analysis and evaluation throughout the ISER will use the 2015-18 Strategic Directions. What hasn't changed is that the other strategic directions still support the primary directions of student learning and student progression & completion
…
Below is a sampling of evidence of the broad range of support services created as a result of assessment across the middle two Guided Pathways pillars:

Enter the Path	Stay on the Path
Summer Bridge: Intensive orientation for incoming first year students, providing them with success strategies and tools. It is also an intensive professional development activity available to all new and current faculty (I.B.4-9).	**Extend the Classroom** for ACDV B72, Math B60 (I.B.4-11)
	Supplemental Instruction (I.B.4-12)
	Writing Center (I.B.4-13)
	AAMP, ASTEP, Math Tutors (I.B.4-14; I.B.4-15)
Student Success and Equity (I.B.4-10)	**STEM Center**, support for higher-level math (I.B.4-16)

Determining course level SLOs, PLOs, and ILOs and the alignment and our mapping work falls under the Clarifying the Path pillar while the assessment of the SLOs, PLOs, and ILOs is part of the Ensuring Learning pillar; they are inherently interconnected.

I.B.6 (Page 42) The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

...

In our implementation of Guided Pathways, BC has recognized a need to focus on offering more of the sequential classes students need to complete their program's pathway in a timely manner, with a particular focus on math.

I.B.7 (Page 43) The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

...

BC's longer-term evaluation process is the three-year timeline for the Educational Master Plan and Strategic Directions. We use this evaluation process to determine ***policy revisions*** and changes to practices. Section III of the 2017-20 Educational Master Plan describes the major structural shifts we are undertaking to implement Guided Pathways. (I.B.7-18; I.B.7-19). Implemented practice changes include the organization of all programs of study into 10 meta-majors with associated Completion Coaching Communities. (I.B.7-18).

...

I.C.2 (Page 49) The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements" (see endnote). (ER 20)

...

BC updates its catalog annually and regularly posts catalog addendums to the Catalog website. The Catalog Redesign Taskforce of the Curriculum Committee regularly redesigns the Catalog to improve the clarity of the information to students. As noted on page three of the printed 2017-18 Catalog, we redesigned the Catalog in 2017 as part of our Guided Pathways implementation. As we progress in our guided pathways implementation, BC will build an interactive web version of the Catalog to enable students to find information based on a meta-major, or "Learning and Career Pathway" as we call them (I.C.2-3; I.C.2-4).

...

I.C.5 (Page 53) The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

...

BC has three ***primary publications*** that describe who we are, what we do, and why we're doing things in the manner we're doing them. Through our implementation of guided pathways, BC has worked to improve the clarity of our pathways to degrees, certificates, transfer, as evidenced in the organization of programs of study into meta-majors published in our redesigned 2017-18 BC Catalog (I.C.5-7; I.C.5-8).

Evidence of BC's Three Primary Publications
BC Catalog
I.C.5-9
Educational Master Plan
I.C.5-10
Strategic Directions
I.C.5-11

BC has two formal ***three-year evaluation processes***: 1) the Strategic Directions, and 2) the Educational Master Plan (EMP). AIQ oversees our Strategic Directions process, reports its analysis to College Council, and posts results online. BC is in

the second three-year cycle of the Strategic Directions process. Our response to Standard I.B.1 details the process we used to develop the newest EMP for 2017-2020. Section III of the 2017-20 EMP (I.C.5-12) describes the major structural redesigns we are making via Guided Pathways.

I.C.14 (Page 60) The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

…

Examples of the way BC ensures student achievement and student learning are paramount to other objectives is by collecting information on students' employment attainment and Skills Builder gains, and by establishing Institutional Set Standards (I.C.14-2). Because we are committed to improving the quality of education we provide our community, our entire 2017-20 Educational Master Plan is set in the framework of a whole-institutional redesign. Our guided pathways implementation actively promotes student success and student equity in achievement and learning outcomes (I.C.14-3; I.C.14-4; I.C.14-5; I.C.14-6), as evidenced by early movement across our institutional guided pathways momentum points.

BC's Early Momentum Points

Attempt *15 units* in the first semester

Complete transfer-level *English* and *Math* in the first year

Attempt *30 units* in the first year

Complete *9 core pathway units* in the first year

II.A.4 (Page 65) If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

…

As part of our Guided Pathways (GP) work, BC has **redesigned *pre-collegiate curriculum*** so that students can accelerate through remediation and quickly enter the pathway toward a degree, increasing their chances of completion. This alignment is also integrated with our curriculum approval process in Section 8 *Requisites* of the COR in our curriculum platform. These recommendations (advisories) and requirements (co-requisites and pre-requisites) are validated through dialog between discipline faculty and our Academic Development faculty using standardized content review forms to ensure a smooth transition for our students between the pre-collegiate courses and the college-level courses. In spring 2018, BC started discussions to further redesign pre-collegiate curriculum to support new legislation (AB 705) which goes into effect in fall 2019. Each of BC's 10 meta-major Completion Coaching Communities has a designated faculty member from Academic Development to ensure that students are on-ramping from pre-collegiate courses to college-level courses.

…

II.A.6 (Page 67) The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

…

Bakersfield College schedules all degree and certificate courses in a manner that enables all students to complete their program within a ***reasonable timeframe*** for that program: one year for a certificate, two years for the associate degrees, and four years for the baccalaureate degree. The complex task of course scheduling employs the focused attention of department faculty, deans, and

the Enrollment Management Committee, informed by data from our course scheduling system, as well as our Completion Coaching Communities.

All academic programs, including the baccalaureate degree, must list the semester-by-semester sequence of all courses needed for the program in Item 3 of the CRC Program Template (II.A.6-1). Counselors and advisors use those course sequences to create Student Educational Plans (II.A.6-2; II.A.6-3). Related software tools like DegreeWorks (II.A.6-4) and targeted nudges and interventions by BC's *Completion Coaching Communities* enhance student awareness of course sequences, influencing the choice architecture and, in turn, influencing course scheduling to meet demand.
…
For several years, BC has tracked several momentum points that help us determine whether or not a student will graduate in a timely manner. Students who achieve these momentum points show a significantly higher rate of degree completion within a targeted timeframe (II.A.6-10; II.A.6-11):

- Completing 15 or more units in the first semester
- Completing 30 or more units in the first year
- Completion of transfer-level math and English in the first year

Completion Coaching Communities described in II.C use the early momentum points of *attempting* 15+ units in the first semester/30+ units in the first year for their intervention efforts.

II.A.7 (Page 69) The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
…
Through our GP implementation, BC has identified eight student populations through which structured *Completion Coaching Communities*, as discussed in detail in Standard II.C support their academic and co-curricular progression along their pathways, providing timely intervention to ensure they achieve the momentum points described in our response to Standard II.A.6. (II.A.7-27).

BC Affinity Completion Coaching Communities

African American Initiatives, Athletes, DREAMers, DSPS, EOP&S, Foster Youth, The Kern Promise, and Veterans

Our research shows that our early guided pathways work is already closing the gap of student success in the math gateway course and it has mitigated the gap in the English gateway course for our African American and Hispanic/Latino students.

II.A.16 (Pages 80–81) The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
…
In BC's Guided Pathways restructuring, we have addressed systemic barriers to success for our First Generation students. The GP framework can be organized into four pillars. Much of Standard II.A falls under the first and fourth pillar except our work in pre-collegiate courses and programs which falls under the second pillar of helping students enter the appropriate (collegiate) pathway. In our analysis, we will detail redesign elements that have *improved*

Guided Pathways Pillars

**Clarify the Path
Enter the Path
Stay on the Path
Ensure Learning**

the quality and currency of our courses and programs to enhance student learning and achievement.

Analysis and Evaluation

Our Guided Pathways work involves three partners: high school, community college, and transfer institution or business/industry. We are ***collaborating with high schools*** to:

- Implement MMs of assessment beginning with 500 students in 2014 and scaling to all first-time students in fall 2016 (II.A.16-3). These MMs were continuously improved in coordination with the MMAP data analysis (II.A.16-4; II.A.16-5)
- Align curriculum by implementing the Expository Reading and Writing Course as the required fourth-year English curriculum that prepares students for collegiate non-fictional writing courses (II.A.16-6)
- Train high school counselors annually since 2014 at our High School Counselor Conference that informs them of programs, collaboration, and creating assessment proctors so that placement testing could take place at the high schools, resulting in better placement test results (II.A.16-7)

Through the program review process, BC identified a need to increase and improve the support for pre-collegiate students, leading to changes described in our responses to Standards I.B.4, I.B.6, II.B, and II.C. (II.A.16-8). We have ***redesigned our placement and course sequencing*** practices:

Evaluation	Improvement
Math Department Program Review (II.A.16-9)	Created Math B65, *Intermediate Algebra for Statistics*, for non-STEM students, which has shown great success, particularly for students of color (II.A.16-10). Approximately 71% of our students have declared majors that could meet the math requirement with statistics (II.A.16-11).
Analysis by Dr. Peter Bahr in 2014-15 (II.A.16-12)	Courses have been aggressively redesigned through compression, acceleration, and integration, e.g. integrating reading and writing (II.A.16-13; II.A.16-14). Further research by Bahr found improved student success for the changes that had been made through spring 2016 (II.A.16-15).
Early adoption and application of MMs	Decreasing enrollment in basic skills courses despite increasing enrollment growth college-wide. Maintaining success rates in basic skills despite shift of more well-prepared students being directly placed into college-level coursework (II.A.16-16).

The college GPS includes the ***transfer institution*** in any pathway that has a baccalaureate degree, requiring intensive dialog and coordination. When a student enters a pathway at a community college that will require a bachelor's, BC's GPS will show them the entire process from admission at a community college to getting their bachelor's at the transfer institution, including the skills sets they will need to acquire along the way. Steps toward that include the ***Pathways Program Mapper***, a visual representation of our curriculum we are using in our spring 2018 high school matriculation efforts, and intense work with our largest transfer partner, California State University Bakersfield (CSUB) to clarify and smooth the ADT transfer pathways (II.A.16-17; II.A.16-18; II.A.16-19).

…

Through the Guided Pathways System, BC provides and will continue to provide information about the employment end-point so that students will understand the employment prospects and the skills they need to pick up along the way as they make their choices of a particular pathway to take. Of course, the best-laid plans, the most clarified path, will still come up against the realities of life and our work on the third pillar, staying on the path, will give our students the tools and support they need to stick to the path or get back on the path as quickly as possible. We will describe this work in our responses to Standards II.B and II.C.

II.B.1 (Page 83) The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

…

We offer a wide range of *academic support services* to advance student learning and achievement as a crucial component of the third pillar of the Guided Pathways system at BC ("Stay on the Path"). <table describing MESA, Math Learning Center, Student Success Lab, Tutoring Center, Writing Center, Supplemental Instruction>

…

II.C.1 (Page 89) The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Bakersfield College (BC) continues to grow in enrollment and in the diversity of student support needs. With 80% of our students coming from families that have no one with a college degree, we have established a wide array of access points to provide quality higher education and a correspondingly wide array of quality **student support services** to assist our students in entering and staying on their pathways toward their academic goals (II.C.1-1).

…

II.C.2 (Pages 90–91) The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support service and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

…

Bakersfield College has used the assessment data from our annual program review process and Strategic Directions reporting to make **significant improvements in our student support programs and services**. Here are some of the improvements we have made:

Identified Area of Need	Continuous Improvements
Evaluation found in *Program Review* showed low matriculation for FTIC students	Massively *expanded matriculation service delivery* off-site, growing from 37% fully matriculated FTIC students to 72% from 2012-13 to 2016-17 (II.C.2-7)
Student success and equity plan data from Dr. Peter Bahr, OIE and *RP Group evaluation* demonstrate need for expanded support in courses prior to transfer-level in English in math (II.C.2-8; II.C.2-9)	Creation of the "*Extend the Classroom*" model for English B53, Math B60, Math B65, and ACDV B72 (II.C.2-10; II.C.2-11); deployed an automated weekly academic support attendance reports via *Engineerica AccuSQL* tracking software, disaggregated by course (II.C.2-12; II.C.2-13). We will be moving the academic support attendance tracking to StarFish in Spring 2018.
Enrollment trend data and *student equity plan data* demonstrate a need for expanded support services for marginalized student populations	Education Opportunity Program & Services (*EOP&S*) began offering EOP&S Student Development course in Fall 2017. Grew EOP&S using Student Equity Funds from 1,078 students in 2015-16 to 1,443 students and 39,818 contacts in 2016-17 (II.C.2-14).

...	...
Fall 2016 ***AACC Pathways Project Student Focus Groups*** illuminated advisement issues and desire to be seen and heard as individuals (II.C.2-21)	As described in our responses to Standards I.B.7 and II.A.7, we organized our 70 programs of study into ***10 meta-majors***, each with an associated Completion Coaching Community to sub-divide 30,000+ students into manageable groups, making individual students become more visible. We also have 8 supplemental "***affinity groups***" with their own completion coaches to ensure a focus on equity (II.C.2-22; II.C.2-23).
Fall 2016 ***AACC Pathways Project Faculty Focus*** **Groups** emphasized need for counseling and discipline faculty integration. (II.C.2-24)	All ***Completion Coaching Communities*** integrate counseling and discipline faculty along with other student support service personnel. We use SSSP/Equity to pay faculty and counselors during off-contract periods at Summer and Winter Pathways Institutes to ensure coordinated work (II.C.2-25).

With student enrollment continuing to significantly increase and 80% of those students coming from families that have no one with a college degree, we are implementing a Guided Pathway System (GPS) to increase the number of students achieving the momentum points described in our response to Standard II.A.6. Here are some of the signature interventions we have created to help us **achieve our desired outcomes** grouped by the GPS pillars described in our response to Standard II.A.16:

Clarify the Path	Enter the Path	Stay on the Path	Ensure Learning
-Abbreviated and Comprehensive Educational Planning -Starfish Degree Planner -Kern Promise -Dual Enrollment -Pathways Mapper	-HS Outreach -Multiple Measures -Summer Bridge -Kern Promise -Welcome Center -Priority registration -Dual Enrollment -Course acceleration	-Completion Coaching -Supplemental Instruction -Math Hub and Lab -Extend the Classroom -Writing Center -Starfish CONNECT -AccuSQL Tracking -Umoja Learning Community	-Earn & Learn Student Employment -Learning Outcomes

II.C.5 (Page 94) The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

...

Bakersfield College ***prepares counselors and educational advisors*** by requiring all counselors and advisors to participate in ***ongoing training and professional development***, attend bi-weekly department meetings, and the training track for new hires led by the department chair (II.C.5-6; II.C.5-7). To ensure accuracy in student educational planning, counselors and advisors work directly with program faculty and staff in our Completion Coaching Teams for the Learning & Career Pathways (meta-majors) and affinity groups (II.C.5-8). Throughout the courses, students create their educational plans that map out their chosen pathway. This educational planning is also happening in many of the dual enrollment classes as well—61 of the 144 dual enrollment courses in Spring 2017 were the Student Development B3 (Career, Life, and Educational Planning) course (II.C.5-9).

...

II.C.6 (Page 95) The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

...

With the clear need to go beyond the usual advising modes of publishing admission policies and clear pathways to program completion and transfer and one-time meetings with counselors in a counseling center, Bakersfield College is re-structuring itself to implement a Guided Pathways System (GPS) that we have described in our responses to Standard II.C.2 and in other standards. Two components of the GPS relevant to this accreditation standard are the organization of all programs of study into ***meta-majors*** ("Learning & Career Pathways") and embedding counselors and educational advisors with program faculty and student support service staff in completion coaching teams formed around these meta-majors and affinity groups (II.C.6-8). The meta-major clustering continue to enhance clarity of program requirements. The completion coaching teams enable the embedded counselor and advisor to specialize in the area, thereby improving accuracy and consistency of student advising in that area. In May 2018, BC won the CCCCO Innovation Award for its pathways work. One project of focus is a visual web representation of all of our degree pathways.

...

IV.A.1 (Pages 134–135) Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

It is common to see BC faculty, staff, and administrators among the list of speakers for statewide conferences. This is public evidence that institutional leaders create and encourage innovation leading to excellence. Under the leadership of the new president, BC has been recognized statewide for its innovation and leadership, particularly related to Guided Pathways. In May 2018, the Board Of Governors of the California community colleges recognized BC with a $2.3M Innovation Award.

...

Two recent examples of distributed leadership led to innovations in our Guided Pathways implementation. The Dean of Institutional Effectiveness, co-chairs of the Curriculum Committee, and chair of the Counseling department worked with the California Community College Chancellor's Office (CCCCO) and the software company Concentric Sky to create the ***Pathways Program Mapper*** described in II.A.16 (IV.A.1-11). A cross-functional task force convened by the college president worked with community and state leaders to establish a countywide **Kern Promise** that guarantees students completion of their ADT in two years and junior standing when they transfer to California State University Bakersfield (CSUB) (IV.A.1-12). The Kern Promise task force: 1) established a Memorandum of Understanding with CSUB to align our transfer maps, 2) secured funding through the CCCCO's Promise Innovation Grant program and private philanthropic dollars to plan, organize, and disseminate the innovations such as the Pathways Program Mapper, and 3) convened local educational leaders in Education Roundtables (IV.A.1-13). Other innovations we have discussed in other standards include the Data Coaches, the Renegade Scorecard, and *Closing the Loop*.

IV.A.5 (Page 140) Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

...

In our responses to Standards I, II, and IV.B we describe our work to become a guided pathways institution (IV.A.5-29). One key component of our guided pathways implementation is the creation of Completion Coaching Communities organized by meta-majors ("Learning & Career Pathways") and affinity groups made of faculty, classified staff, and administrators (IV.A.5-30). Each team includes one or more Data Coaches who are volunteer faculty, staff, and administrators trained in how to access and analyze institutional data and effectively present the results for their area. We describe the function of the Data Coaches in our responses to Standard I.B (IV.A.5-31).

The *Guided Pathways Implementation Team* (GPIT) coordinates communication with students via the completion coaching communities; the GPIT includes faculty, classified staff, and administration who are appointed according their expertise (IV.A.5-32). The GPIT communication structure complements the broader work of our Department of Marketing and Public Relations, which is responsible for BC's internal and external communications (IV.A.5-33; IV.A.5-34). The three-phase GPIT communication plan used focused emails, posters, flyers, and other media to capture student attention and ensure students are aware of our efforts to improve their learning and achievement (IV.A.5-35; IV.A.5-36). In 2018, GPIT appointed faculty leadership of each Learning & Career Pathway to improve coordination and communication (IV.A.5-37).

IV.B.1 (Page 143) The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

...

Under Dr. Christian's leadership, BC has revamped and reorganized its long-term Educational Master Plan (IV.B.1-8). We describe in Standard I.B how the 2017-20 Educational Master Plan has been set in the framework of institutional redesign to create the Guided Pathways System that promotes student success with an eye to equity in achievement and learning outcomes (IV.B.1-9).

...

One last example of Dr. Christian's effective leadership we will mention is the California Community College Guided Pathways system redesign. She led the application process to ensure BC was one of just three California Community Colleges, and among a competitive cohort of 30 colleges nationwide, selected to participate in the American Association of Community Colleges (AACC) Guided Pathways Project. Her leadership in adapting the national Guided Pathways Project to the structure and regulations of the California Community College system was critically important. She began presenting Guided Pathways at all the key leadership meetings in California and communicating to hundreds of California college leaders through newsletters (IV.B.1-16). After effectively building a strong basic understanding among a variety of leaders such as Academic Senate, Chief Instructional and Student Services Officer and college CEOs, and philanthropic educational groups, Dr. Christian coordinated both funding and leadership to create a California Guided Pathways Advisory Committee (CGPAC), serving as its chair (IV.B.1-17; IV.B.1-18). This team worked with educational funding sources and the California Community College Chancellor's office to produce two statewide conferences (Redesigning Community Colleges in spring 2016 and Leadership Matters in spring 2017) that reached over 1,000 people to lay a foundation for the work (IV.B.1-19; IV.B.1-20). With Dr. Christian as chair, CGPAC worked with other state leaders to create the California Guided Pathways Project based on the AACC national project but customized to

California's unique legislative and regulative environment and educational practices and structure (IV.B.1-21). It is safe to say that without Dr. Christian's leadership, the Guided Pathways statewide system redesign would not have happened.

IV.B.5 (Page 148) The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
...

Dr. Christian leads BC with a ***laser focus on the institutional mission*** to provide opportunities for students from diverse backgrounds to learn the competencies and skills necessary for certificate or degree completion and/or transfer. President Christian's influence may be seen broadly and deeply throughout our Institutional Self-Evaluation Report, as she has worked to provide opportunities for students in line with our mission. In addition to the Guided Pathways implementation described in our response to Standard IV.B.1, evidence of the president's leadership in advancing our mission include the implementation of the Bachelor of Science in Industrial Automation, expansion of dual enrollment, early adoption and implementation of multiple measures of assessment placement criteria, development of the high-tech Pathways Program Mapper, growth in Associate Degree for Transfer awards, and inmate education.
...

IV.B.6 (Page 149–150) The CEO works and communicates effectively with the communities served by the institution.

President Christian has diligently worked to not only ***communicate effectively*** with external constituencies, but also integrate their feedback and increase transparency regarding college student success and institutional effectiveness data through the establishment and promotion of the Renegade Scorecard (IV.B.6-1). We describe in our response to Standard I.B.1 our intentionally-designed dialog with the community all led by Dr. Christian (IV.B.6-2). In our response to Standard IV.B.1 we describe the dialog with state education and political leaders that Dr. Christian spearheaded to bring Guided Pathways to the California Community College System.

Dr. Christian is a ***prolific writer*** and uses the ***web and social media*** to increase BC's visibility and accessibility. She publishes a weekly blog detailing the happenings of the BC campus that is now the main news source for the community to find out what's happening at BC with thousands of followers and over 160,000 hits as of March 2018 (IV.B.6-3). She regularly promotes content relevant to constituent communities and connecting student, faculty and staff with campus-wide work through her Twitter account (IV.B.6-4). Other regular publications include the Renegade Roundup for key messages to BC employees and the Guided Pathways Trailblazers Newsletter distributed across the state (IV.B.6-5; IV.B.6-6).
...

Quality Focus Essay

Bakersfield College's (BC) transformation into a Guided Pathways institution has led to a college- wide redesign of the way we guide students onto and through their educational pathways. Looking ahead, we will continue to improve student learning and achievement through two key guided pathways projects: 1) the Program Pathways Mapper to clarify educational and career pathways, and 2) the scale up and improvement of academic and student support services.

Bakersfield College focuses student onboarding and support efforts by organizing students into cohorts by Learning and Career Pathways (meta-majors) and Affinity Groups. Our ten Learning and Career Pathways (see table below) represent groupings of programs with similar first semester course requirements.

Learning & Career Pathways	Affinity Groups
Agriculture, Culinary Arts & Nutrition [1,499 overall; FTIC 458] **Arts, Humanities, & Communication** [2,463 overall; FTIC 477] **Business** [2,583 overall; FTIC 447] **Education** [1,750 overall; FTIC 359] **Health Sciences** [4,450 overall; FTIC 981] **Industrial & Transportation Technology** [1,157 overall; FTIC 317] **Public Safety** [1,222 overall; FTIC 176] **Social & Behavioral Sciences** [3,798 overall; FTIC 835] **STEM** [2,450 overall; FTIC 527] **Personal & Career Exploration** [1,637 overall; FTIC 290]	**African American Initiatives** **Athletes** **Dreamers** **DSP&S** **EOP&S** **Foster Youth** **The Kern Promise** **Veterans** **Online**

Completion Coaching Communities (see table below), composed of faculty, staff, and administrators, utilize data to coordinate targeted, timely, and meaningful communication to support students. Under the training and support of the Office of Institutional Effectiveness, Data Coaches provide actionable data about students within each program of study on a regular basis, and the data drive ongoing improvements to the college's implementation of guided pathways.

Completion Coaching Team Members		
Dean	Counselor	Support Staff
Faculty Lead	Financial Aid Expert	Data Coach
Faculty Discipline Experts	Academic Support Experts	Peer Mentor

Without a clear plan, students accrue excess units; for instance, BC students take an average 85 units to complete a 60-unit degree. The continued clarification, documentation, and communication of these pathways, as well as analysis of data to determine effectiveness, are an integral component of our action plan to continuously improve the educational quality we offer our students.

Quality Focus Project #1:
Clarify the Path with the Program Pathways Mapper

Since 2014, Bakersfield College has been examining and documenting pathways from high school through California State University Bakersfield (CSUB). Much of this work occurred through the

work of a countywide cross-system committee that examined high school coursework and began with the application of multiple measures of assessment in student placement. Additional innovations included curriculum modifications and the alignment of outcomes to better prepare students for college-level coursework. This group has modified these strategies as they access new and improved data. In 2016, the **Workgroup for the Advancement of Regional Baccalaureate Attainment** (WARBA) clarified and mapped the exact coursework for each semester from entry to BC to transfer and then graduation from CSUB. Currently, WARBA has led the mapping of 34 pathways through collaborative faculty meetings within disciplines.

This intensive, **high-touch** work has become the data source for the college's Program Pathways Mapper tool, a **high-tech**, visual display of pathway curriculum designed to augment educational planning efforts. The college's **Leading from the Middle task force** is leading the technology development in partnership with the California Community College Chancellor's Office (CCCCO) and technology company, Concentric Sky. The Program Pathways Mapper will directly download a college's curriculum from the Chancellor's Office Curriculum Inventory (COCI) and employment information from the U.S. Department of Labor's O-Net Online. In the next year, BC's Leading from the Middle team will continue to codify and integrate this effort through the Curriculum Committee, Student Learning Outcomes Assessment, and Program Review work.

High-tech innovations such as the Program Pathways 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. In this work, BC aims to move the dial on our focused early momentum points to improve student learning, progression, and completion in ways that are cost-effective for the student and the taxpayer.

BC's Early Momentum Points

Attempt **15 units** in the first semester

Complete transfer-level **English** and **Math** in the first year

Attempt **30 units** in the first year

Complete **9 core pathway units** in the first year

Quality Focus Project #2:
Keep Students on the Path by Scaling and Integrating Student Support & Learning

To strengthen the effectiveness of the Completion Coaching Community members, Bakersfield College will redesign student support -- particularly educational advising (high touch) and data anytics from technology (high tech) to improve the three outcomes stated on the prior page:

In particular, BC will focus on improving student support as follows:

1. **_Scale_** up **_our successful Summer Bridge_** extended orientation program
2. **_Redesign Educational Advising_** to be embedded within each Learning & Career Pathway
3. Systematically use **_data analytics_** from Starfish

As the **_Guided Pathways Implementation Team_** collects these data, they will construct plans for continuous improvement in partnership with appropriate departments. The redesign of student support services related to educational advising will complement our learning assessment process.

Evaluation of Progress
The specific actions planned for this Quality Focused Essay align with work in our Program Review, Strategic Directions reports, and the work plans for campus taskforces and committees. Below are the four intended outcomes:

Strategic Direction #1: Student Learning (Project #1)

1. Improve reporting capability from technology tool eLumen to support faculty in their analysis of student learning

Strategic Direction #2: Student Achievement (Projects #1 and #2)

1. Increase the number of students attempting 12-15 units in the first semester
2. Increase the number of transfer students completing transfer-level English and math in their first year
3. Increase the number of students attempting 30 units in the first year

Project	Committee Task Force Engagement
Program Pathways Mapper Outcome #1: Student Learning; Outcome #2: Student Achievement	- Workgroup for the Advancement of Regional Baccalaureate Attainment - Leading from the Middle Taskforce - Guided Pathways Implementation Team - Curriculum Committee - Assessment Committee - Counseling Department
Expand & Improve Student Support Outcome: Student Achievement	- Guided Pathways Implementation Team - Student Affairs Leadership Team - Academic Support Services - Summer Bridge Faculty - Rural Initiatives - Inmate Scholars Program Team

The college will monitor progress through regular reports to campus governance committees, including College Council and the Academic Senate. Further, responsible parties will submit formal, bi-annual reports to the Strategic Directions group as a function of the Assessment and Institutional Quality Committee.

Changes and Plans Arising out of the Self-Evaluation Process

As this Institutional Self-Evaluation Report (ISER) was being developed, Bakersfield College (BC) reorganized its three-year strategic plan (we call Strategic Directions) to coincide with the college-wide Guided Pathways System (GPS) redesign. The GPS framework is built on four pillars that we describe in other places in this ISER and more fully in our latest Educational Master Plan: Clarify the Path, Enter the Path, Keep on the Path, and Ensure Learning.

Using distributed leadership and through engagement of the campus community (Strategic Direction #4), BC will advance the outcomes for the remaining three Strategic Directions through the initiatives stated below. Under each Strategic Direction we will tie any specific initiative to one or more of the pillars to make it clear how the proposed initiative will improve student learning and ensure that students achieve their educational goals as quickly as possible. Through the projects discussed in the Quality Focus Essay, Bakersfield College will focus on the following outcomes aligned with our Strategic Directions.

1. Improve reporting capability from technology tool eLumen to support faculty in their analysis of student learning
2. Increase the number of students attempting 12-15 units in the first semester
3. Increase the number of transfer students completing transfer-level English and math in their first year
4. Increase the number of students attempting 30 units in the first year

Here are our four Strategic Directions and how they map onto the accreditation standards.

2018-2021 Strategic Direction	Initiatives (2018-21 timeline)	Accreditation Standard
Student Learning: BC commits to provide a holistic education that develops curiosity, inquiry, and empowered learners.	-Curriculum development and assessment using eLumen -Visually represent clear pathways through the Program Pathways Mapper tool	I.A, I.B, II.A, II.B, II.C
Student Progression and Completion: BC commits to eliminate barriers that cause students difficulties in completing their educational goals.	-Strategically expand dual enrollment -Scale up Summer Bridge -Launch the Pathways Program Mapper -Redesign student support services, specifically the role of educational advisors	I.A, I.B, I.C, II.C
Facilities and Technology: BC commits to improve the maintenance of and secure funding for college facilities, technology and infrastructure for the next thirty years.	-Implement the Facilities Master Plan using the funds secured through the Measure J Bond	I.A, III.B, III.C