

Metric	All DI	Equity Plan: High Priority DI Population for 2019-22	Current Baseline Data for DI Student Population	3-Year Goal for DI Student Population	Activity Themes - Overall	Equity-Minded Activities that Support the Goal
Access: Successful Enrollment	American Indian/Alaskan Native (Women)	African American - Women African American - Men	Women: 34% Num: 662; Denom: 1919 Students Lost: 226	Women: 46% enrolled at BC; an increase of 226 Black women Men: 46% enrolled at BC; an increase of 85 Black men	1. Dual Enrollment & Early College 2. Outreach + Cal-SOAP work 3. Rural Initiatives	-African American Initiatives -African American Completion Coaching Community - Affinity Group -African American Mentoring Program -Umoja Outreach and Recruitment -Summer Bridge (Rural and Umoja) -High School Outreach -Church and Faith-Based Organization - Outreach -Annual Black Pastors' Breakfast Meeting -Dual Enrollment & Early College: Increase the percentage of Black students who participate in Dual Enrollment and Early College
	Asian (Women and Men)		Men: 40% Num: 607; Denom: 1506 Students Lost: 85			2017-18 All: -Num: 1,269; Denom: 3,425 -37% AA enrolled in same Community College -48% AA enrolled in any community college
	African American (Women and Men)	Foster Youth - Women Foster Youth - Men	Women: 36% Num: 337; Denom: 928 Students Lost: 90	Women: 46% enrolled at BC; an increase of 93 Foster Youth women		-CAPVES Grant -Foster and Kinship Care Education Program -EOP&S and CARE -Renegade Pantry -Youth Empowering Success Conference -Foster Youth Completion Coaching Community - Affinity Group -High School Outreach -Community Organization Outreach -Dual Enrollment & Early College
	Disabled (Women and Men)		Men: 40% Num: 303; Denom: 763 Students Lost: 47	Men: 46% enrolled at BC; an increase of 46 Foster Youth men		
Native Hawaiian or Pacific Islander (Women and Men)	LGBT - Women LGBT - Men	Women: 36% Num: 257; Denom: 847 Students Lost: 133	Women: 46% enrolled at BC; an increase of 136 LGBT women	-LGBTQIA Initiatives -Summer Bridge -High School Outreach -Dual Enrollment & Early College -Develop Outreach partnerships with the Bakersfield Center for Sexuality & Gender Diversity, PFLAG -Expand promotional material and off-campus outreach strategy in partnership with the Sexuality & Gender Acceptance (SAGA) Club at high schools and in community -Expand LGBTQIA Initiatives website		
Some Other Race (Women)		Men: 181; Denom: 491 Students Lost: 44	Men: 46% enrolled at BC; an increase of 44 LGBT men			
Retention: Fall to Spring	White (Women and Men)	LGBT - Women LGBT - Men	2017-18 All: -Num: 438; Denom: 1,338 -33% LGBT enrolled in same Community College -43% LGBT enrolled in any community college		1. Completion Coaching Communities 2. Financial & SOC Supports: AB19 3. High-Tech Tools: Starfish	
	American Indian/Alaska Native (Men)		African American - Men African American - Women	Women: 66% Num: 337; Denom: 509 Students Lost: 25		Women: 71% completion of transfer-level math and English; an increase of 25 Black women
	African American (Women and Men)	LGBT - Women LGBT - Men	Men: 60% Num: 312; Denom: 518 Students Lost: 57	Men: 71% completion of transfer-level math and English; an increase of 57 Black men		
	Foster Youth (Women and Men)		Women: 64% Num: 111; Denom: 174 Students Lost: 13	Women: 71% retention from fall to spring: an increase of 13 LGBT women		-LGBT focus groups -Safe Space training program for faculty and staff in collaboration with the Office of Student Life -LGBTQIA Initiatives -"How to Change your Canvas Screen Name" workshops -Expand promotional material and on-campus outreach strategy in partnership with the Sexuality & Gender Acceptance (SAGA) Club
	LGBT (Women and Men)		Men: 62% Num: 86; Denom: 138 Students Lost: 12	Men: 71% retention from fall to spring: an increase of 12 LGBT men		
	Not Economically Disadvantaged (Women)					

	<p>Some other race (Men)</p> <p>White (Women)</p>	<p>Foster Youth - Women Foster Youth - Men</p>	<p>Women: 57% Num: 118; Denom: 206 Students Lost: 29</p> <p>Men: 61% Num: 62; Denom: 101 Students Lost: 10</p> <p>2017-18 All: -Num: 180; Denom: 307</p>	<p>Women: 71% retention from fall to spring; an increase of 29 foster youth women</p> <p>Men: 71% retention from fall to spring; an increase of 10 foster youth men</p>		<ul style="list-style-type: none"> -CAFYES Grant -EOP&S and CARE -Renegade Pantry -Youth Empowering Success Conference -Foster Youth Completion Coaching Community - Affinity Group
<p>Completion of Transfer-Level math and English</p>	<p>African American (Women and Men)</p> <p>Disabled (Women and Men)</p> <p>Foster Youth (Women)</p> <p>Some other race (Men)</p>	<p>African American - Men African American - Women</p>	<p>Women: 1.6% Num: 1; Denom: 124 Students Lost: 5</p> <p>Men: 1.6% Num: 3; Denom: 191 Students Lost: 6</p> <p>2017-18: 1.2% -Num: 4; Denom: 315</p>	<p>Women: 4.8% completion of transfer-level math and English; an increase of 5 Black women</p> <p>Men: 4.7% completion of transfer-level math and English; an increase of 6 Black men</p>	<p>1. Placement Practices</p> <p>2. Academic Supports</p> <p>3. Enrollment Management</p>	<ul style="list-style-type: none"> -African American Initiatives -African American Completion Coaching Community - Affinity Group -EOP&S -Renegade Pantry -Dedicated Math Tutoring via Math Hub -Placement practices: all students into transfer-level -Co-requisite supports -Expansion of Psych B5 (non-STEM math pathway) -Umoja - Psych B5 development -African American Mentoring Program -Umoja Program - English B1A
		<p>Disabled - Men Disabled - Women</p>	<p>Women: 1.2% Num: 1; Denom: 78 Students Lost: 2</p> <p>Men: 1.4% Num: 1; Denom: 69 Students Lost: 2</p> <p>2017-18: 1.4% -Num: 2; Denom: 147</p>	<p>Women: 3.8% completion of transfer-level math and English; an increase of 2 DSPS women</p> <p>Men: 4.3% completion of transfer-level math and English; an increase of 2 DSPS men</p>		<ul style="list-style-type: none"> -DSPS Completion Coaching Community -Testing Accommodations -Placement Practices: students with disabilities have a higher throughput rate when placed directly into transfer-level English and math, despite GPA. AB705 default placement will launch for fall 2019 placement. -Co-Requisite Support in English & Math -Extended tutoring, writing center, and math hub time per week for students with disabilities
		<p>Foster Youth - Women</p>	<p>Women: 0% Num: 0; Denom: 24 Students Lost: 1</p>	<p>4.1% completion of transfer-level math and English; an increase of 1 Foster Youth woman</p>		<ul style="list-style-type: none"> -Foster Youth Completion Coaching Community - Affinity Group -Placement Practices -Co-requisite support in English and math
	<p>BC Local Priority Population</p>	<p>Hispanic/Latinx</p>	<p>Women: 3.2% Num: 50; Denom: 1566 Students Lost: 29</p> <p>Men: 2.5% Num: 34; Denom: 1352 Students Lost: 36</p> <p>2017-18 -4% completed transfer-level math and English in 1st year -70% overall course success rate</p>	<p>Overall Hispanic/Latinx: 5% completion of transfer level math and English</p> <p>an increase of 29 Latina women an increase of 36 Latino men</p>		<ul style="list-style-type: none"> -EOPS educational planning and registration work -Dreamers Completion Coaching Community -Psych B5 pathway for non-STEM students -Co-requisite support in English and math -MESA program + tutoring
	<p>Asian (Men)</p> <p>African American (Women and Men)</p> <p>Foster Youth (Men)</p> <p>LGBT (Women and Men)</p>	<p>African American - Men African American - Women</p>	<p>Women: 3% Num: 34; Denom: 1,112 Students Lost: 34</p> <p>Men: 1.5% Num: 16; Denom: 1,096 Students Lost: 16</p> <p>2017-18: 2.3% -Num: 50; Denom: 2,208 -50 AA students attained V&S goal</p>	<p>20% increase in V&S completion</p> <p>Women: 3.6% completion; an increase of 6 Black women</p> <p>Men: 1.8% completion; an increase of 4 Black men</p> <p>*To close DI gap</p> <p>Women: 6.1% completion; an increase of 34 Black women</p> <p>Men:</p>	<p>1. Early College & Dual Enrollment</p>	<ul style="list-style-type: none"> -African American Initiatives -African American Completion Coaching Community - Affinity Group -Dedicated Math Tutoring via Math Hub -Placement practices: all students into transfer-level -Co-requisite supports -African American Mentoring Program -Umoja Program - English B1A -Umoja - Psych B5 development -Psych B5 for non-STEM students -Tech Math for non-transfer intent students -Math B4 for Education students -Reduce the number/percent of African American/Black students on probation. As of spring 2019, 20.3% of all Black students enrolled were on probation (n=272)

Attained VIS Completion Goal	Native Hawaiian or Pacific Islander (Women and Men)	Foster Youth - Women Foster Youth - Men	Women: 3% Num: 10; Denom: 331 Students Lost: 2	20% increase in VIS completion	2. Completion Coaching Communities 3. Enrollment Management	-Foster Youth Completion Coaching Community - Affinity Group -Placement Practices -Co-requisite support in English and math -Psych B5 for non-STEM students -Tech Math for non-transfer intent students -Math B4 for Education students
	Not Economically Disadvantaged (Men)		Men: 3.6% Num: 6; Denom: 165 Students Lost: 2 Overall: 3.2% -Num: 16; denom: 496	Women: 3.6% completion; an increase of 2 Foster Youth women Men: 4.8% completion; an increase of 2 Foster Youth men		
	Not First Generation (Men)	LGBT - Women LGBT - Men	Women: 1% Num: 2; Denom: 200 Students Lost: 1 Men: 0.7% Num: 1; Denom: 135 Students Lost: 1 Overall: 0.8% Num: 3; Denom: 335	20% increase in VIS Completion Women: 1.5% completion; an increase of 1 LGBT woman Men: 1.4% completion; an increase of 1 LGBT man		
Some other race (Women and Men)	BC Local Priority Population	Hispanic/Latinx	Women: Num: 391; Denom: 9351 Students Lost: 79 Men: Num: 218; Denom: 7209 Students Lost: 44 2017-18 -1005 Attained the VIS goal	20% increase in VIS Completion Women: 5% completion; an increase of 79 Latina women Men: 3.6% completion; an increase of 44 Latino men		-Placement Practices -Co-requisite support in English and math -Psych B5 for non-STEM students -Tech Math for non-transfer intent students -Math B4 for Education students -Dreamer Completion Coaching Community -Reduce the number/percent of Latinx students on probation. As of spring 2019, 14.5% of all Latinx students enrolled were on probation (n=3,023)
Transfer to a 4-Year institution	American Indian/ Alaska Native (Women)	Hispanic/Latinx - Men	Men: 4.9% Num: 280; Denom: 5,679 Students Lost: 98	35% Increase in Transfer Men: 6.7% transfer; an increase of 98 Latino men	1. Finish in 4 Transfer Pathways 2. Enrollment Management 3. BC Southwest	-Kern Promise: Finish-in-4 transfer pathways -Program Pathways Mapper -Enrollment management to address bottlenecks in key transfer courses -Momentum point focus for completion coaching communities -Psych B5 for non-STEM students -Math B4 for Education students -DSPS Counseling Services -Testing Accommodations -Accessible Program Pathways Mapper -Finish-in-4 transfer pathways -Psych B5 for non-STEM students -Math B4 for Education students -Placement Practices: students with disabilities have a higher throughput rate when placed directly into transfer-level English and math, despite GPA. AB705 default placement will launch for fall 2019 placement. -Foster Youth Completion Coaching Community -Youth Empowering Success (YES) events -CAFYES grant -Program Pathways Mapper -Finish-in-4 transfer pathways
	Disabled (Women and Men)		Disabled - Men Disabled - Women	Women: 4.8% Num: 29; Denom: 604 Students Lost: 10 Men: 3.7% Num: 17; Denom: 456 Students Lost: 6		
	Foster Youth (Men)	Foster Youth - Men		Men: 4% Num: 4; Denom: 101 Students Lost: 2		
	Hispanic/Latinx (Men)					
LGBT (Women and Men)						
Native Hawaiian or Pacific Islander (Women)						
Some other race (Women and Men)						

<p>Outline a process and schedule for evaluating the progress made toward meeting your student equity goals. (500 words)</p>	<p>Bakersfield College's evaluation strategy will be threefold:</p> <ol style="list-style-type: none"> 1) Actionable, unitary data used in day-to-day operational work, 2) Local quantitative data analysis provided by our Office of Institutional Effectiveness, and 3) External qualitative evaluation provided by partners, including The RP Group and Career Ladders Project <p>Actionable, Unitary Data: Completion Coaching Communities will utilize Starfish Analytics and Cognos reports to cohort manage historically minoritized populations described in Bakersfield College's Student Equity Plan. Specifically, each Completion Coaching Community will be assigned a Data Coach who will be trained by the Office of Institutional Effectiveness to provide regular, substantive support to educational advisors, discipline faculty, and other coaches on each affinity-based Completion Coaching Community a training once per month and have already been trained to access the disproportionate impact data file from Data on Demand. In March 2019, Data Coaches participated in a training on disproportionate impact and began identifying strategies to address DI for their respective Completion Coaching Communities.</p> <p>Local Data Analysis: The Office of Institutional Effectiveness will provide ongoing quantitative data around disproportionate impact. Specifically, OIE will update the Guided Pathways Momentum Points Dashboard annually. OIE will support Strategic Directions, Program Review, and State of the College report completion bi-annually. Institutional Effectiveness supports institutional equity-based research and analysis, the Office of Student Success & Equity has a designated Data Analyst responsible for data reporting requirements and to assist in ongoing monitoring and planning activities.</p> <p>External Evaluation: Bakersfield College will contract with an external evaluator at least one time per year to provide an in-depth analysis of its equity-minded interventions. The college will pursue additional contracts for further analysis, pending need. In 2019-20, the college will contract with The RP Group to complete a qualitative analysis of its dual enrollment program as a strategy to improve access, completion of transfer-level math and English, and completion of the Vision for Success goals. In particular, the evaluation will focus on <u>students and parents in economically underserved, rural communities. Phase 1 of this evaluation will begin in summer 2019 and Phase 2 will begin in spring 2020.</u></p>
<p>How will your college ensure coordination across student equity-related categorical programs or campus-based programs? (500 words)</p>	<p>As a Guided Pathways college, Bakersfield College has spent several years redesigning its systems and structures to ensure integration of programs, activities, and personnel. Several intentionally-designed, formal institutional practices demand integration and coordination across categorical and campus-based programs. These include: 1) Strategic Directions, 2) Program Review, 3) State of the College annual reporting, and 4) Annual Administrative Work Plans. Through these formal processes, the administrative staff responsible for various categorical programs and services must coordinate efforts to establish plans, report on progress, and describe alignment with institutional priorities.</p> <p>In addition to our formal planning and reporting systems, the Office of Student Success & Equity will ensure coordination across categorical and college programs through its leadership in campus committees, including: the Guided Pathways Implementation Team, President's Cabinet, the Administrative Council, the Equal Opportunity and Access Committee, and the Student Affairs Leadership Team. The Office will deliver bi-annual reports to both College Council and Academic Senate to ensure broad engagement and coordination.</p>
<p>Each college must create an executive summary that includes, at minimum, the Student Equity Goals for each required student group, the activities the college will undertake to achieve these goals, and the resources budgeted for these activities. The executive summary for this plan must also include an accounting of how Student Equity funding for 2015-16, 2016-17, and 2017-18 was expended, and an assessment of the progress made in achieving the identified goals from prior year plans. The summary must also include the name of the college or district official to contact for further information. The executive summary must be posted to the college website. Provide a link to your college's executive summary.</p>	<p>https://www.bakersfieldcollege.edu/sse/plans</p>