Preview

Details

College

Bakersfield College

Assurances

Guided Pathways

I have read and adhere to the Guided Pathways Legislation and Goals.
Yes

Student Success Metrics

I am familiar with the Student Success Metrics.
Yes

Contacts

Project Director
Lesley Bonds Director, Student Success & Equity lesley.bonds@bakersfieldcollege.edu (661) 395-4707

Approvers

Chancellor/President
Sonya Christian sonya.christian@bakersfieldcollege.edu
Awaiting Submittal

Academic Senate President
Steven Holmes President, Academic Senate sholmes@bakersfieldcollege.edu

Awaiting Submittal

Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.
Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- 10 meta-majors or "Learning and Career Pathways" in place.

Timeline for Progress to Date

Term and Year

Spring - 2017

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Ongoing support of members, editing and updating of all materials, websites, etc.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Program Pathways Mapper fully implemented and in use during high school outreach.

Timeline for Progress to Date

Term and Year

Fall - 2019

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Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening utilization of the Program Pathways Mapper, including expansion to additional CSUs and UCs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Program Pathways Mapper
- Learning & Career Pathway websites

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening utilization of the Program Pathways Mapper, including expansion to additional CSUs and UCs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Program Pathways Mapper
- Finish-in-4 templates map to CSU Bakersfield for guaranteed transfer admission

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening utilization of the Program Pathways Mapper, including expansion to additional CSUs and UCs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- BC offers 3 math pathways:

- Non-transfer/local math,
- transfer math for STEM, Business, and Education,
- Transfer math for non-STEM, Business, or Education

Timeline for Progress to Date

Term and Year

Spring - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening the co-requisite supports in English and math; continued analysis of student performance data in these courses and development of additional professional development activities and student supports.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Get Focused, Stay Focused beginning in 9th grade
- Over 14,000 enrollments in Dual Enrollment courses from over 8,500 individual students
- High school outreach & matriculation work for over 50 high schools
- Summer Bridge as default orientation course
- Pathway-specific introduction courses with educational planning and career exploration during the first year

Timeline for Progress to Date

Term and Year

Spring - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continued expansion of Early College, strengthening the Bachelor of Science in Industrial Automation program via Early College.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Full AB 705 compliance.
- Co-requisite supports in transfer-level English and math.
- Academic support services supplement co-requisites, including Supplemental Instruction, Tutoring, and the Writing Center

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening the co-requisite supports in English and math; continued analysis of student performance data in these courses and development of additional professional development activities and student supports.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

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Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in Februrary 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- AB 705 compliance.
- Co-requisite supports in transfer-level English and math.
- Academic support services supplement co-requisites, including Supplemental Instruction, Tutoring, and the Writing Center

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening the co-requisite supports in English and math; continued analysis of student performance data in these courses and development of additional professional development activities and student supports.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- AB 705 compliance.
- Co-requisite supports in transfer-level English.
- Academic support services supplement co-requisites, including Supplemental Instruction, Tutoring, and the Writing Center

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening the co-requisite supports in English and math; continued analysis of student performance data in these courses and development of additional professional development activities and student supports.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- AB 705 compliance.
- Co-requisite supports in transfer-level English.
- Academic support services supplement co-requisites, including Supplemental Instruction, Tutoring, and the Writing Center
- Adult Education program to support students who need fundamental support in English language development, high school GED support, etc.

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Strengthening the co-requisite supports in English and math; continued analysis of student performance data in these courses and development of additional professional development activities and student supports.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Established presence in over 50 feeder high schools via Outreach
- 30 high schools participate in dual Enrollment/Early College supporting over 14,000 enrollments and over 8,500 individual students
- Students can earn ADTs prior to high school graduation at 4 high schools currently with additional participating schools scaling

Timeline for Progress to Date

Term and Year

Spring - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Continued expansion of Early College, strengthening the Bachelor of Science in Industrial Automation program via Early College.

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Starfish Degree Planner fully implemented.
- Advisors/counselors assigned to each meta-major and affinity-based Completion Coaching Community.
- Use of Guided Pathways Momentum Points to focus interventions along a defined GP Communication Plan.
- Data Coaches access and translate data for action and intervention

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Starfish training underway for faculty - specifically for department chairs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Starfish Degree Planner fully implemented with degree audit feature.
- Prior to Starfish, students could access degree audit in DegreeWorks

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Starfish training underway for faculty - specifically for department chairs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Starfish CONNECT fully implemented
- Completion Coaching Communities monitor flags in Starfish as alerts for students at-risk of falling off program plans
- Use of Guided Pathways Momentum Points to focus interventions along a defined GP Communication Plan.
- Data Coaches access and translate data for action and intervention

Timeline for Progress to Date

Term and Year

Spring - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Starfish training underway for faculty - specifically for department chairs

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Occurs in multiple ways:
    - counseling and advising sessions
    - at Summer Bridge
    - in first year Student Development B1a courses (counseling)
    - in first year "pathway 101" career exploration courses (meta-major specific)

Timeline for Progress to Date

Term and Year

Fall - 2019

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Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Strengthen Starfish identification of these students

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Use of educational plans and enrollment patterns is common practice.
- Robust late start course schedule
- Expansion of campus locations to additional rural communities, to BC SouthWest (on CSUB campus); leveraging partnerships to develop MOUs for additional sites
- Night course schedule
- Extensive online growth with promising retention and success rates
- Launched a winter intersession for STEM students to address highly-impacted science courses
- Large summer course schedule
- Participation in the Strategic Enrollment Management Institute

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

- Implementing enrollment management software AdAstra to improve use of analytics in course scheduling

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning

Practice A

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

Regularly assess PLOs for all programs.

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Badging and microcredentialing underway

Term and Year

Summer - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

All SLOs map to Institutional Learning Outcomes to communicate, think critically, and engage productively

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Badging and microcredentialing underway
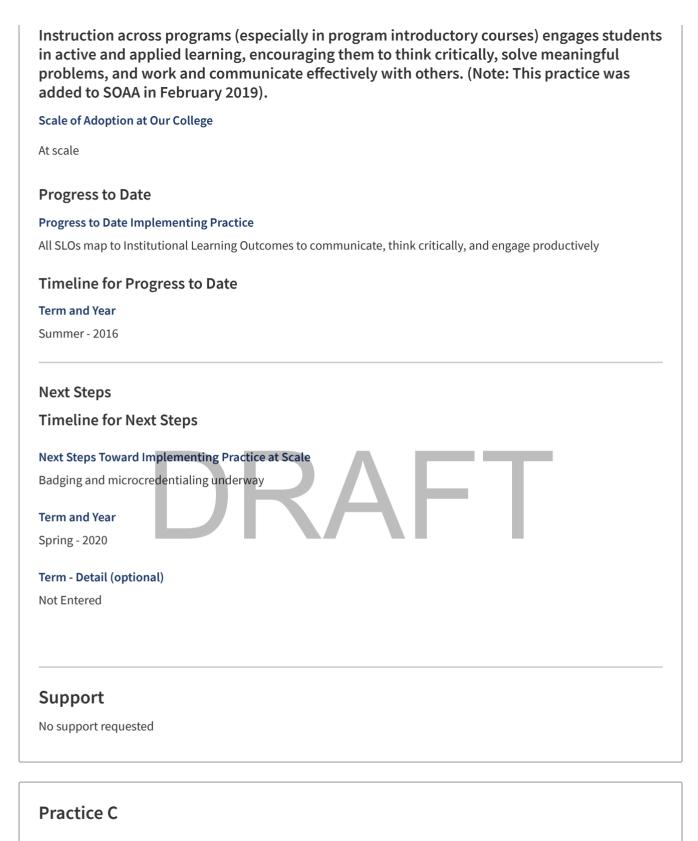
Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, interships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Work-based learning
- Job Placement supports
- Job Speaker Technology

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Augmenting Public Health curriculum with a wellness service-learning project for rural communities to become a model for other programs seeking to strengthen service learning in their curriculum

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

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Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

SLO assessment in all programs

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Badging and microcredentialing underway

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- SLO outcomes assessment embedded in faculty evaluation process.
- All programs submit an annual Program Review

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Badging and microcredentialing underway

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice

- Job Speaker portfolios
- Badging and microcredentialing underway

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Badging and microcredentialing underway

Term and Year

Spring - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

At scale

Progress to Date

Progress to Date Implementing Practice

- Distribution of CCSSE informs institutional practice
- Multiple evaluation projects underway with RP Group, Career Ladders Project, and MDRC
- Robust Office of Institutional Effectiveness has strengthened communication to campus community

Timeline for Progress to Date

Term and Year

Summer - 2016

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale

Planned distribution of basic needs assessment, potentially in partnership with The Hope Center.

Term and Year

Fall - 2020

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

• Student survey(s)

• Students serve on campus GP advisory committee(s)

• Student focus groups

• Other

Other

Book panel discussions, invitation to student speakers at Board meetings, presentations to SGA students

Engagement Efforts - Details

BC has extensively utilized the student voice in guided pathways planning efforts, having done formal surveys, focus groups, book panel discussions, and engaging SGA. Students participate on campus committees where representatives of the Guided Pathways Implementation Team present information and seek feedback.

Course Alignment

- Curriculum data uploaded into fully sequenced maps and templates in Program Pathways Mapper; templates align to Starfish
- Starfish Analytics fully implemented
- BC implementing AdAstra software to facilitate course scheduling

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
📄 CCRC_SOAA_CCC_March2019.pdf	Self-Assessment	2/12/2020, 1:37:34 PM	N/A

Success Story

Success Story (optional)

Title

Not Entered

Follow-up Contact Persons(s)

> No contacts assigned

Challenge

Not Entered

Success Story

Not Entered

Outcomes

Not Entered

Vision for Success Goals

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