GUIDED PATHWAYS: 2022-26 Work Plan

Development Template

Deadline to Submit in NOVA: June 1, 2023

Questions? Please contact guidedpathwaysinfo@cccco.edu

Contents

Guided Pathways 2022-26 Work Plan Template 2
General Guidance Text: 2
Details (Landing Page): 3
Work Plan Content: 4
Question Group: Successful Enrollment 4
Question Group: Persistence: First Primary Term to Secondary Term 8
Question Group: Completed Transfer-Level Math & English 17
Question Group: Transfer 20
Question Group: Completion 24
Question Group: Student Equity and Achievement (SEA) Program Integration 29
Question Group: Associate Degree for Transfer (ADT) Integration 31
Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration 32
Question Group: California Adult Education Program (CAEP) Integration 34
Question Group: Strong Workforce Program (SWP) Integration 36

DRAFT

Guided Pathways 2022-26 Work Plan Template

Note to Project Leads:

Thank you for taking the time to review the Guided Pathways Work Plan Template. This document is intended to provide a space for your college to develop answers to questions provided in the Guided Pathways 2022-26 Work Plan present in NOVA. Questions provided in this Work Plan differ from the functionality of the NOVA version in two distinct ways:

- ✓ Areas marked 'Selection' will be for your college to select as a 'Radio Button,' meaning selecting one answer, and answering the Sub-Questions that follow. This will dramatically decrease the workflow present in this Template; please plan answers accordingly.
- ✓ Copy-pasting information from this Template to NOVA may have some issues with the amount of text copied over; please limit answers in this template to '5000 Characters' – this is between 700 – 1250 words. Minimize the chances of this situation occurring by copy pasting smaller chunks of text.

This work plan is designed to ensure meaningful communication and intentional partnerships across your campus. Please design with cross-campus collaboration in mind.

As always, the Chancellor's Office is available to assist you. Please contact us at guidedpathwaysinfo@cccco.edu if you require assistance navigating this work plan. Additionally, an introductory Webinar and Monthly Office Hours will be announced later, information will be distributed via the Guided Pathways Listserv – Please contact the Chancellor's Office using the above email address if you do not have access to the Listserv.

General Guidance Text:

Details:

Welcome to the Guided Pathways 2022-26 Work Plan in NOVA!

As your Guided Pathways team navigates this plan, please review the 2022-25 Student Equity Plan, your college's most recent Guided Pathways Scale of Adoption Assessment (SOAA), and other holistic student support efforts and equity initiatives on your campus as references to influence the development of this plan. You are encouraged to also work with your Student Equity Plan team to establish which populations they identified as experiencing Disproportionate Impact (DI) on your campus with available Student Equity Plan data and align efforts with these vulnerable student populations in mind.

Your Workflow fields include Contacts and the Work Plan. The Guided Pathways Program at the Chancellor's Office should have provided you with a Work Plan template via Listserv or through your college's Guided Pathways Regional Coordinator; please use the template as your initial starting point, cross reference your answers in the document with their respective locations in NOVA, and work with your Guided Pathways team to determine the stakeholders that should review your completed plan.

For contacts, you are required to add contacts who will view this Work Plan and you are encouraged to provide alternate Project Leads.

DRAFT

If you have questions related to this Work Plan, please contact the Guided Pathways program team at guidedpathwaysinfo@cccco.edu

Contacts:

Enter your college's primary Project Lead contact. Project Leads may add in as many alternate Project Lead contacts as your college deems necessary. Your college is required to add additional 'Viewers' to this project. Please consider which campus representatives, from Students to Administration, your college would like to review the Guided Pathways Work Plan. The completion of this Work Plan is the primary factor to 'Complete' this section in NOVA, but conversations about holistic student supports, the need to continue Guided Pathways, KPI-informed continuous improvement; and the System's commitments mentioned in the Work Plan, should be considered a campus-wide imperative for Guided Pathways program.

Guided Pathways 2022-26 Work Plan:

Education Code requirements for 2022-26 Guided Pathways funds include 1) development of a work plan, and 2) reporting on programmatic benchmarks. This information is required per education code and completing this section completes the legislative requirements for colleges in their Guided Pathways efforts. Completion of these questions reinforces the need to continue Guided Pathways, KPI-informed continuous improvement, and the System's commitment to 1) engage in institutional change that improves student outcomes and closes achievement gaps; 2) identify and eliminate student friction points; 3) assume everything can and should change; and 4) work together to change student outcomes.

Work Plan questions focus on two areas: metric-centered planning aligned with your college's Student Equity Plan and integrating Guided Pathways elements across campus programs. Questions for these sections may have overlapping answers; and, if needed, your college may use similar or exact, repeated content for multiple, related questions.

We encourage your college to answer questions and develop planning with the same emphasis on 'populations experiencing disproportionate impact' as your college's Student Equity Plan. Please keep the populations identified by your college as 'experiencing disproportionate impact' in your Student Equity Plan-related data as the foundational populations for Guided Pathways-informed efforts and integrations described in this Work Plan and beyond.

To View the Launchboard mentioned throughout this Work Plan, visit:
https://www.calpassplus.org/Launchboard/Student-Success-Metrics-Cohort-View

Details (Landing Page):

Helper Text: In the description section below, you may summarize your plan, provide your overarching outcomes based on this plan design, and/or provide a short description of your college's Guided Pathways journey so far. This is **Optional.**

DRAFT

Work Plan Content:

Question Group: Successful Enrollment

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process.

Helper Text:
Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

From 2016-2021, Bakersfield College (BC) has averaged a 47.6% successful enrollment rate. Our goal is to increase it to 50% over the next 4 years.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

In 2020-21, we saw a higher percentage of successful enrollment than normal (54%), which is caused by application decline. The pandemic affected student's decisions to cancel or delay their education plans. From 2019-20 (7,729), to 2020-2021 (4,152), we saw a 46% decrease in the number of applications we received. The following have been continued barriers for BC in reaching our goal:

- During the pandemic, outreach and matriculation services were provided in a virtual format to ensure access and support. However, student participation decreased substantially compared to when said services were offered in person.
- Although the CCCApply application has improved, students are still struggling to navigate and complete what is necessary to obtain a college email and ID number. Improvements need to be made to the language to simplify and ease the process for incoming students.
- Absence of technology for follow-up communication with students through the enrollment process.
- Lack of finance is still a barrier, from our equity plan 18% of Black or African American persons in Kern County live in poverty, 24% decline in Black or

DRAFT

African American enrollment at community colleges overall during the pandemic.

- Need to continue to develop college going culture in our service area; In 2022, 24% of individuals aged 25 or older in Kern County did not complete high school while state-wide it was only 16% of the population did not finish high school. Education attainment of a college degree trails behind state-wide educational attainment (17.6% vs. 35.3% respectively).

As the Chancellor's Office did not define age as an official equity group, age was not included in our SEP (Student Equity Plan). However, our CCCApply data shows that our adult learners over age 25 are less likely to complete/submit their applications and register than their younger counterparts. Our campus is striving to systemically improve the support Adult Learners receive by extending our successful high school support model to Adult Learners. These areas of support include outreach, onboarding, and wraparound services to ensure a successful education life cycle for our Adult Learner population.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

BC has continued to provide comprehensive high school services to 45+ local feeder high schools, ensuring students enter the correct pathway to meet their goals, including assistance with enrollment services and applying for Financial Aid and Early College, among other assistance provided to meet the graduation requirements for high school seniors. These services have enabled BC to:

- Maintain consistent communication with potential students who have started the application but have not completed it entirely.
- Maintain consistent communication with students as they complete enrollment steps.
- Promote and strongly encourage all incoming students to take Bridge to BC over the summer. This is a non-credit course to help incoming students successfully transition to college.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

- Continue to improve CCCApply locally and advocate for improvements at the state level.
- Increase awareness and support for Financial Aid application completion.
- More intentional in creating interaction points with students during their onboarding process and beyond.

DRAFT

- Increase collaboration within various academic and student services support during the enrollment process, including adult populations.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

According to Student Success Metrics, BC has seen a 46% decrease in applications from 2019-2020 (7,729) to 2020-2021 (4,152). Our fall application data shows that applications of Black or African American students declined from Fall 2016 to Fall 2021. The incomplete or unverified application count also increased, suggesting many students have not completed their applications due to a variety of reasons. Registrations also fell during the same time period. This pattern is more pronounced among black male students.

BC plans to increase campuswide cross-training and student completion initiatives across student service positions to ensure:

- Comprehensive services at high schools and all BC campus locations.
- Knowledge is necessary to help students through the onboarding process.

Early and intentional career advising will help get the student on their pathway of interest prior to starting their education journey at Bakersfield College:

- Develop an outreach plan to bring career awareness by showcasing BC pathways and careers associated with majors, while expanding our reach within the community.

Throughout African American Initiatives (AAI), we address the underrepresentation and student success issues of African American students at BC. Strategies and actions are developed and implemented in partnerships with cross-functional teams on campus. We focus more intentional outreach efforts to recruit Black students, hire faculty and staff who are committed to working with African American students, and continue to work with the Umoja and A2MEND programs to target support and services for African American students. [ADD DEVELOPMENT OF RACIAL CLIMATE TASKFORCE HERE]

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

BC has made continuous efforts to ensure successful enrollment is a key priority by:

DRAFT

- Developing and supporting a robust Outreach & Early College program, providing students with pathway specific program maps.
- Investing in technology & resources to communicate & connect with students (new and continuing).
- Institutionalizing both virtual (Student Information Desk) and in person (multiple campus locations) student services.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

BC is dedicated to ensuring campuswide collaboration, specifically amongst Student Affairs and Instruction to facilitate a seamless experience for new and continuing students. Intentional and strategic reframing will continue to take place to ensure our work is student-centered.

With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

- Focus on cross collaboration between student affairs and instruction leadership. While the instruction team monitors the course fill rates and ensures that there are enough sections offered for courses highly demanded by incoming freshman students, the student services team develops each comprehensive student educational plan and supports students with the outreach and registration component. Improved communication in terms of the release timing of schedule of classes vs. High School CSEP and registration days.
- Continuous investment in Bridge to BC and other support services & programs for incoming students.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

DRAFT

The college has identified a need for greater intentional interaction points with students as they complete the onboarding process. Improvements in technology (CCCApply and communication tools), cross training and expanded outreach are needed to meet our successful enrollment goal over the next four years. Onboarding within Adult Education is another area of emphasis for our college.

Question Group: Persistence: First Primary Term to Secondary Term

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term.

Helper Text:
Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

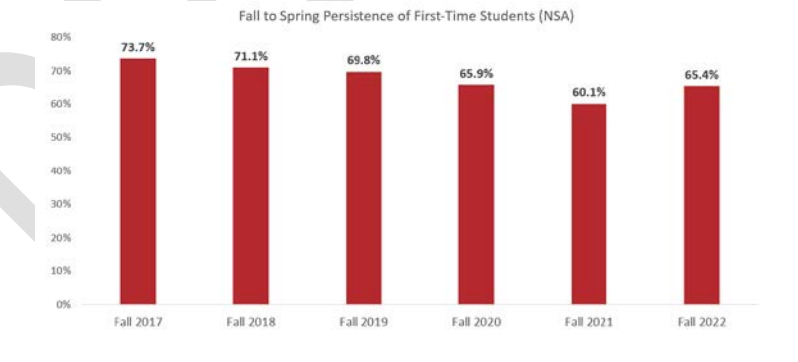
Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Selections:
More than 75% complete

Sub Questions:

What Is your college's local goal?

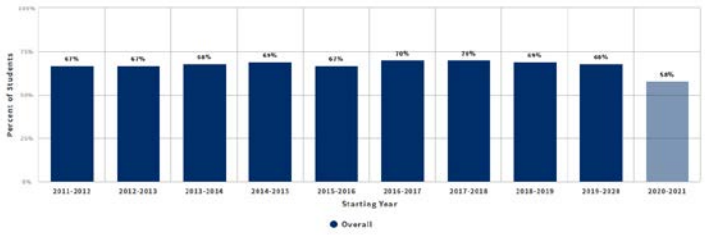
Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.



DRAFT

Persisted from First Term of Enrollment to Subsequent Term (GP)

Among first-time cohort students, the proportion who enrolled in the subsequent primary term after their first primary term of enrollment



Overall		Cohort 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		67.5%	66.9%	68.4%	69.2%	67.0%	69.5%	70.3%	69.1%	68.1%
Primary Disagg Subgroup	Gender Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian/Alaska Native	Overall	61.5%	44.8%	71.4%	78.9%	60.0%	61.9%	56.0%	45.2%	46.4%
	Female	62.5%	56.3%	87.5%	70.0%	62.5%	80.0%	63.2%	52.9%	54.5%
	Male	60.0%	30.8%	50.0%	88.9%	57.1%	55.6%	20.0%	30.8%	43.8%
	All Other Values						0.0%	100.0%	100.0%	0.0%
Black or African American	Overall	49.7%	51.4%	50.0%	51.7%	55.8%	55.3%	60.3%	51.5%	54.6%
	Female	50.0%	52.4%	55.3%	54.8%	59.3%	59.1%	66.2%	63.3%	53.7%
	Male	48.9%	50.4%	44.2%	52.8%	51.8%	51.6%	55.8%	43.3%	55.2%
	All Other Values	100.0%		100.0%			50.0%	85.7%	40.0%	57.1%
Hispanic	Overall	70.3%	68.6%	71.5%	70.7%	67.5%	70.8%	71.9%	70.8%	68.9%
	Female	73.5%	72.6%	74.3%	74.8%	72.9%	73.0%	74.1%	74.3%	72.6%
	Male	66.2%	64.1%	68.5%	65.8%	61.6%	68.1%	69.6%	66.8%	65.1%
	All Other Values	73.7%	50.0%	75.0%	100.0%	25.0%	71.4%	72.7%	69.5%	62.2%
Asian	Overall	85.3%	75.7%	72.5%	72.6%	83.1%	79.2%	78.2%	77.0%	74.3%
	Female	87.3%	77.1%	66.7%	75.0%	85.5%	80.4%	75.0%	83.1%	67.3%
	Male	83.0%	74.5%	72.6%	70.0%	81.0%	79.0%	81.6%	72.9%	80.7%
	All Other Values						50.0%	0.0%	50.0%	100.0%
Filipino	Overall	80.2%	77.5%	77.8%	84.3%	80.3%	81.7%	89.6%	86.1%	88.0%
	Female	81.1%	83.0%	74.3%	86.7%	73.5%	83.7%	93.0%	100.0%	91.1%
	Male	78.7%	69.7%	81.1%	83.0%	85.7%	79.6%	86.0%	76.3%	85.3%
	All Other Values	100.0%					100.0%	100.0%	100.0%	75.0%
Pacific Islander or Hawaiian Native	Overall	62.5%	57.1%	50.0%	100.0%	40.0%	80.0%	72.7%	88.9%	50.0%
	Female	60.0%	50.0%	50.0%		42.9%	50.0%	50.0%	75.0%	66.7%
	Male	66.7%	60.0%	50.0%	100.0%	33.3%	100.0%	85.7%	100.0%	0.0%
White	Overall	68.1%	67.0%	65.6%	69.1%	65.9%	68.3%	69.5%	67.0%	66.3%

Overall		Cohort 2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
		67.5%	66.9%	68.4%	69.2%	67.0%	69.5%	70.3%	69.1%	68.1%
Primary Disagg Subgroup	Gender Subgroup	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Female	Overall	70.0%	70.5%	71.3%	72.3%	71.6%	72.9%	73.1%	73.7%	71.3%
Male	Overall	64.5%	63.3%	65.7%	66.1%	62.2%	66.2%	67.5%	64.5%	65.0%
Multiple Values Reported	Overall					100.0%				
Unknown/Non-Responde...	Overall	69.2%	21.7%	35.0%	20.0%	50.0%	64.5%	71.4%	64.6%	61.8%

To contextualize our persistence data, within a five-year period, several significant initiatives were implemented across the state, including the implementation of guided pathways (2016), Remedial Education reform (AB705, 2017 & AB1705, 2022), CCCCO Vision for Success (2017), and implementation of the Student-Centered Funding Formula (2018-19). BC has seen a steady decline in persistence rates, between Fall 2017 and Fall 2021, with the first positive shift in trajectory for persistence occurring for first-time students who entered BC in Fall 2022.

The institution is in discussion regarding setting an Institution Set Standard specifically for persistence. As outlined in our Student Equity Plan, our 2023-2025 goals for students persisting from their first primary term to secondary term for our disproportionately impacted populations are as follows:

- 3-year outcome: Increase Black or African American student persistence over 3 years by 14.3%
- 3-year outcome: Increase Male student persistence over 3 years by 5.8%

Furthermore, since the pandemic and the modality change it required of most classes, BC's Accreditation and Institutional Quality (AIQ) committee is recommending a redesign of the courses success rates institution set standards.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

Major barriers to persistence at BC include the following:

- The COVID-19 pandemic significantly impacted our community, with the most pronounced harm done to our lower-socioeconomic and rural populations. This public health crisis has exacerbated barriers to participating in higher education for these populations.
- As identified in our waterfall analysis conducted in Fall 2022 with BC's Achieving the Dream (ATD) data coaches, numerous attrition points exist along the student journey from the application phase through persistence into the second term, with specific ethnic groups being overrepresented at particular attrition points.
- Students experience limited access to counseling/advising for ed plan development/approval due to high counselor to student ratio.
- Student financial need is a pervasive barrier to persistence, particularly since the onset of the pandemic. Students lack awareness of the full range of financial aid and student employment available to them based on data received from student focus groups. According to 2022 CCSSE, 51% of respondents reported lack of finances as cause for withdrawal from a class or from BC. However, 36% of respondents said they never use financial aid advising services on campus.
- Student surveys indicate that course scheduling does not consistently provide students access to all the classes they need at the time needed, nor in the modality needed to ensure program completion; additional hiring is needed in STEM fields; broadened course availability is needed.
- Due to our community support through the passing of Bond Measure J in 2016, our campus has been undergoing needed revitalization, which has moved various services into swing space. With these continued improvements and building re-openings, students have reported not knowing where various services are on campus or the extent of services available to them, including Student Services, Academic Supports, Financial Aid, Employment Services, and Basic Needs.
- Faculty participation in progress reporting is not yet at scale, although steadily increasing.

What actions has your college taken that has led to noticeable advancement towards your goal?

DRAFT

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

BC has engaged in the following work to remove these barriers:

- College-wide workplan and college strategic directions centered on Vision for Success, Student Centered Funding Formula, Guided Pathways (Pillar 3 in particular), and Equity Plan; extensive collaboration between student affairs and academic affairs to implement the tactics outlined in the workplan.
- Broad participation in Guided Pathways Strategies (GPS) Team by faculty, classified, students, and administrators to ensure messaging, data and support for GP persistence and completion is readily available.
- Focused implementation of ZTC to reduce the economic burden/potential barrier to persistence for students.
- "Persistence Pilot Project": faculty-driven program leveraging high-yield persistence strategies gleaned from Athletics, Nursing, and EOPS to support all students in classes offered by participating faculty (weekly messaging, drop cool-down period, regular progress reports, etc.).
- Expanded use of Starfish Progress Reports: customized progress reports run weeks 2, 4, 8, and 12; strong collaboration between student affairs and instruction; participation data provided guided pathways faculty leads and pathway completion coaching teams for follow-up; refined workflow between faculty referrals/flags in the progress reports and related student services/academic support offices, reaching almost 17000 referrals.
- Regular updates to Program Pathways Mapper and Starfish Degree Plan templates.
- Development of Renegades Persist video interview series highlighting persistence strategies of BC students: Renegades Persist - YouTube
- Partnership with Achieving the Dream data coaches to conduct waterfall analysis of barriers to retention/persistence and related disproportionate impact data.
- Establishment and expansion of robust Basic Needs center called the Renegade Nexus; services include food pantry, hygiene, transportation, clothing, mental health services, childcare, on-campus employment opportunities, etc.
- Regular integration of persistence focus in college programming: Convocation, Opening Day, President's Circle, New Faculty Seminar, District Leadership Groups, Dean's Area Meetings, Equity Plan, professional development offerings, shared governance committees, etc.
- Office of Instruction– Establishes process for setting enrollment goals, defining actions to meet the goals, and monitors progress toward achieving them. Enrollment Management Committee meets regularly to review and evaluate ongoing efforts for continuous improvement.
- Review of enrollment data and reports to refine processes & services.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

- College-wide workplan will continue to emphasize persistence as a critical area of focus.
- ZTC offerings will be expanded.
- Counseling/advising processes will continue to be refined, including refined pathway guides, cross-training across pathways, and refined practices re: ed plan development/refinement processes
- GPS team will continue to provide leadership for Guided Pathways communication across the campus and supporting Pathway Completion Coaching Teams.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Population Experiencing the Most Significant Disproportionate Impact and Metrics

Access	Progress	Persistence	Transfer	Completion
• Black/African American	• Black/African American • First Generation • Economically Disadvantaged • Hispanic/Latinx	• Black/African American • Male	• Male • First Generation • Economically Disadvantaged • Hispanic/Latinx	• Black/African American • First Generation

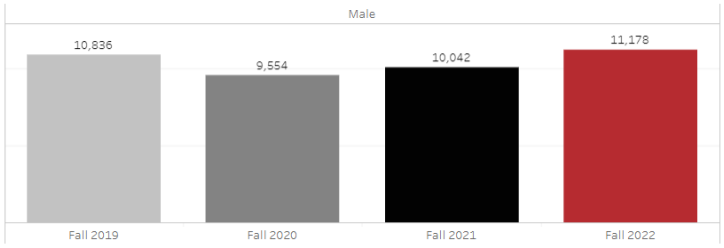
Friction points related to persistence equity outlined in our Equity Plan include the following:

- Spring 2021 NACCC student survey data indicate Black or African American students experience higher levels of microaggressions in class and felt like they matter in classes with White professors at a lower rate than their peers.
- Declining college application rate of Black or African American students from 2017 (678) to 2021 (358)
- Declining enrolment of male students prior to Fall 2022

Male Enrollment:

Headcount by **Gender**

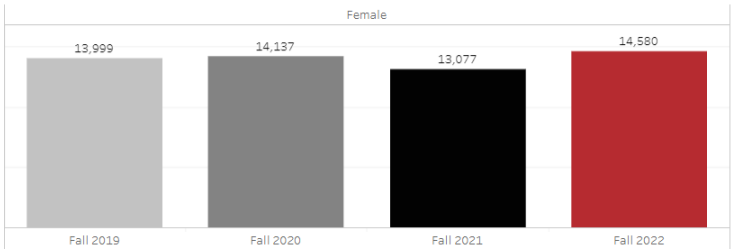
Latest Point-in-Time Comparison



Female Enrollment:

Headcount by **Gender**

Latest Point-in-Time Comparison



Persistence/Attrition Funnel Heatmap by Ethnicity

	1. No FAFSA	2. Unmet need = 0	3. Went to other	4. No Enroll, Reasons Unknown	5. Dropped by 1st Day	6. Dropped between 1st Day and Census	7. Failed all courses, No Persistence	8. Completed Term with passing grades, No Persistence	9. Earned Award or Transferred	10. Fall-to-Fall Persistence Only
African American	103%	40%	77%	137%	144%	168%	115%	55%	125%	103%
Asian	149%	203%	131%	88%	132%	202%	38%	65%	106%	31%
Hispanic/ Latinx	102%	41%	119%	83%	97%	101%	77%	108%	74%	120%
White	89%	173%	73%	111%	105%	90%	152%	87%	159%	63%

DRAFT

According to CCSSE (Community College Survey of Student Engagement) 2022 student survey results, male students show lower levels of student engagement than their female counterparts across all benchmarks. Male students present with a general lack of knowledge on how to leverage resources to remain enrolled from term to term to attain certificate/degree completion.

- In our Persistence/Attrition Funnel Heatmap by Ethnicity, which was produced following our Attrition Waterfall Analysis with our ATD coaches, we have been able to identify where various ethnic groups are disproportionally impacted at particular steps along the persistence/attrition continuum. This data will help to inform our work in where to dig deeper to better understand the friction points specific groups of students are experiencing in the process.

- In addition, in the student focus groups conducted as part of the development of our Student Equity Plan, we learned that many students received conflicting advising/counseling information, which negatively impacted their academic progression.

Continued refinement of counseling/advising processes, and GPS team leadership for communication campuswide, will provide needed support to remove barriers for these specific groups.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward?

Helper Text: N/A

Bakersfield College has many institutional structures ensuring that Guided Pathways-informed Persistence work remains an ongoing institutional priority, including the following:

- SCFF-focused targets and tactics for 2022-2024: www.bit.ly/3CwVtP8
- College-wide workplan centered on persistence: https://bit.ly/ZDWorkPlan
- Intentional collaboration and integration between Instruction and Student Affairs on all major persistence initiatives
- Guided Pathways Strategies team
- Pathway Completion Coaching Teams
- Persistence Leadership Team
- Achieving the Dream (ATD) data coaches
- Robust Institutional Research/Office of Institutional Effectiveness team
- Art Department students/Marketing Department collaboration to produce Persistence videos/resources

DRAFT

- Starfish progress reports for all students in all classes except for special admit students (Early College and RSP)

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

The Persistence Project was created at BC to focus on how to help our students persist in their education. As a part of this project, we are working to coordinate different departments in working together more effectively to support our students.

Some of the identified barriers that we are working to improve are as follows:

- Limited course schedule options for students - We are working with departments and programs to expand offerings.
- Limited faculty participation in progress reports - We are working to educate faculty on the need to participate and how this helps their students.
- Current tutoring structure cannot meet demand of all students being referred for tutoring support- Tutoring faculty are currently changing who they work in the department to facilitate more students being reached.
- Current writing center structure cannot meet demand of all students being referred for support- The writing center now has discipline faculty leads to work with students.
- Current math lab structure cannot meet demand of all students being referred for support- The math lab is looking for ways to recruit more student tutors to meet their needs.
- Working to improve how data is integrated into decisions on campus.

With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence: First Primary Term to Secondary Term equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

To ensure continuous improvement in persistence efforts, BC utilizes the following processes/structures:

DRAFT

- College-wide workplan centered on persistence
- Culture of collaboration on guiding documents/plans/reports related to persistence
- Continuous refinement and expansion of student services and academic supports
- Refinement and expanded use of Starfish progress reports, referrals, flags, and appointment scheduling
- Regular collaboration between Student Affairs and Instruction via Student Affairs Leadership Team (SALT), Educational Administrators Council (EAC), and Faculty Chairs and Directors Council (FCDC)
- Bi-monthly Guided Pathways Strategies (GPS) team meetings
- Regular pathway completion coaching team meetings
- Faculty leads (with stipend) as conduit between GPS and full pathway teams
- Canvas course for each pathway completion coaching team
- "Democratized Data" - easily accessible and regularly updated data/dashboards provided to college faculty, staff, and administrators
- Messaging regarding persistence data, goals, strategies shared broadly across campus

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

- Our most significant learning has been about the need for broad collaboration between academic instruction, student affairs, faculty, and institutional research.
- Our guided pathways teams and all persistence work teams are comprised of faculty, staff, and administrators from across the campus to help ensure maximum effectiveness and efficiency in supporting students.
- Relatedly, we continue to see a need for real-time data and customized dashboards being shared broadly across the campus to help inform our work.
- Additionally, we find that student input is vital to our success. Through student focus groups, student engagement surveys, and video interviews with students regarding persistence, we learn where students are encountering barriers, and which supports and structures are most helpful to them. This information, and the relationships built in the engagement process, enable us to more effectively refine our strategies and rethink processes that are not working as intended.

DRAFT

Question Group: Completed Transfer-Level Math & English

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year.

Helper Text:
Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Selections:

More than 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Bakersfield College has three Institution Set Standards (ISS) focused on student transfer level Math and English achievement in year one.

- Transfer Level English – ISS of 17%; we achieved 28% consistently since 2018 surpassing our ISS.
- Transfer Level Math – ISS of 12%; we achieved 20%, with a three-year average of 16% surpassing our ISS.
- Transfer Level Math & English – ISS of 7%; we achieved 14% with a three-year average of 11% surpassing our ISS.

In addition to those ISS, BC focuses on aspirational goals for each standard.

- Transfer Level English – Aspirational goal of 40% has not been met
- Transfer Level Math – BC is meeting aspirational goal of 20%
- Transfer Level Math & English – BC is 1% away from meeting aspirational goal of 15%.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

- While BC has obtained our goal, we can always do more. Our Accreditation and Institutional Quality (AIQ) committee is currently evaluating our ISS and we anticipate a recommendation to increase the standards to better reflect our students' success.

DRAFT

- One barrier is paid tutors. While using student tutors on campus is an excellent resource, more paid staff for math and English could help our students succeed at a higher rate.
- Additional lab space designated to teaching face-to-face math and English, or writing skills, courses would significantly help our students.
- Our recent student survey data suggests the underutilization of academic support services could be a barrier being perpetuated on the campus. 56% and 64% of the respondents reported they never used skill labs and tutoring services, respectively.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

- BC has worked to create more tutoring available in several areas of our college. We have expanded the Writing Center work and support available. We have expanded the STEM lab and the tutoring that is available.
- To provide additional support to students BC has improved our referral system through Starfish.
- Additionally, BC has maximized space utilization creating additional computer labs to support statistics courses.

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

- BC will continue to develop tutoring programs providing equitable access for all students.
    - Continued support of the expansion of our tutoring programs in our rural areas.
- We will continue to encourage faculty to refer students by participating in the persistence progress report process. Persistence and participation data is shared with pathway completion team faculty leads.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

As reported through our equity plan student populations experiencing disproportionate impacted for this metric are our Black or African American, economically disadvantaged, Hispanic or Latino, and first-generation students.

- Data shows under-utilization of tutoring center and labs; BC continues work to expand areas in which tutoring is provided.

DRAFT

- There is a disconnect between increasing 1 year throughput rates and decreasing class success rates. BC is working to increase success rates by offering more tutoring support and classes in different modalities.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed 'Transfer-level Math & English Completion' work remains an institutional priority moving forward?

Helper Text: N/A

As reviewed in our equity plan BC is implementing a campus process, policy, and practice redesign to affect campus culture:

- Intrusive Math and English individual tutoring follow-up with students to close the loop on Starfish flags and instructor referrals.
- Revamping the following services: 1) Student Success lab, 2) Tutoring Center, and 3) Writing Center.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

- BC needs to establish a permanent designated environment and facilities for coordinated academic support services.
- Assign tutoring support within class instruction: Math and English corequisite lab classes.

With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of 'Transfer-level Math & English Completion' equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

- We want to leverage institutional data through tracking and assessment through equity lens.
- Increase awareness and access to academic success services.
- Increase support for academic success in math and English.
- Accurate and consistent ed plan /pathway resources and guidance.
- Services to provide support to students repeating courses: 1) using data to outreach to students in their first repeat in math or English; 2) develop a

DRAFT

first repeat plan; and 3) develop a weekly report for tutors embedded in classrooms to track and assess.

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

BC needs to implement a campus process, policy, and practice redesign to affect campus culture:

- Intrusive Math and English individual tutoring follow-up with student to close the loop on Starfish flags and instructor referrals.
- Establish a permanent designated environment and facilities for coordinated academic support services.
- Assign tutoring support within class instruction: Math and English corequisite lab classes.

Question Group: Transfer

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Selections:

50% to 75% complete

Sub Questions:

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Workplan metric to increase transfers by 3% each year over the next 4 years.

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

DRAFT

- Ensuring persistence and timely completion of momentum-point goals especially those populations identified: Male, Economically Disadvantaged, Hispanic/Latino and First Generation.
- Engaging in real-time admissions data sharing with applicants' 4-yr colleges to facilitate persistence to completion and graduation from the college and intentionally utilizing that data to facilitate persistence to transfer.
- Develop a Transfer Center space with centralized and intentional resources for students to explore options for transfer, including a dedicated area for individual and group advising by university representatives.

What actions has your college taken that has led to noticeable advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

- Hosted CSUB to strengthen the Finish-in-4 partnership, by revising and updating program maps.
- Expanded institutional support to encourage students to participate in guaranteed admission into the HBCU (Historically Black Colleges and Universities) transfer agreement project
- Promoted Kern Promise (Finish-in-4/CSUB partnership) & Transfer-in-2) at the high school level and developed strategies to help keep Kern Promise students motivated and engaged in their path to transfer including monitoring their progress to help them stay on the path.
- ADT works in many areas to assist with transfers across the state.
- ADTs that were not recognized have now been accepted. There has been an increase in AD-Ts available from 33 to 35 as a result of the collaborations with faculty, administration, and advisors & counselors from both campuses including local CSUB convenings.

What actions will your college prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle?

- Develop strategies leaning into intentional transfer student-development courses, e.g. STDV courses which would allow students to clarify their path and efficiently move through the transfer journey ecosystem.
- Work with utilizing data from partnering 4-year institutions to intentionally persist and move transfer students through including utilizing AB132-sourced data (Dual Admission/Transfer Success Pathway) with data from the CSU system.
- Increase presence and knowledge of transfer at the high schools prior to entering community college.

DRAFT

- Utilize student success tools, e.g. Starfish, to monitor progress of transfer-bound students on academic progress and completion of key momentum points to ensure students stay on the path toward transfer.

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

- Intentional work and coordination with categorical programs (EOPS, AB540, Umoja, LUPE, DSPS, etc.) By collaborating with categorical programs and student affinity groups, the Transfer Pathways department can identify the appropriate peer-based transfer resources necessary to provide an equitable transfer environment for all students to thrive.
- Increase student engagement at rural campuses to increase transfer awareness and clarify the path to transfer.
- Increased engagement to include student-peers affiliated with these programs is necessary to promote the transfer process.
- Development or expansion of faculty champions to support programming efforts aligned with specific transfer-level services in the classroom and instructional areas to increase student-facing opportunities.
- Expansion of transfer-bound opportunities extending to international students.
- Develop uniform transfer-resource language information such as critical deadlines, process requirements, etc. in course syllabi, or LMS systems. These items, if not completed by the transfer student, would otherwise result in the student's application being withdrawn or cancelled.
- Use Community College Survey of Student Engagement survey (CCSSE) data to drive programmatic and strategic efforts.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward?

Helper Text: N/A

- A Transfer Pathways department has been created to support and facilitate intentional processes related to student transfer persistence. A department is created comprising of advisors, counselors, student-transfer ambassadors, guided and managed by a program manager and director.
- Collaboration and work with the Office of Institutional Effectiveness has been established with key data points in developing queries and reports track transfer data and make data-driven decisions on strategic approaches and programming for transfer-bound students.

DRAFT

- Collaboration with the Outreach department to begin early transfer awareness at the high school level.

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

- Establishing a strong foundation for the college structure in supporting transfer students through the Guided Pathways completion coaching teams, the Transfer Pathways department is working on hiring additional faculty, staff, and student ambassadors to provide transfer specific support to students.
- Work and development are underway to develop a sustainable, student-centered space to execute services toward transfer awareness, exploration, and advising. Adequate space with intentional identity is necessary for students to "see" transfer; current infrastructure provides opportunity for improved and increased services directed to transfer students.

With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

In Progress

Selection Sub Questions:

What does your college need to do to develop and implement a continuous improvement process related to this goal at your college?

Helper Text: N/A

- By creating and implementing a Transfer Orientation and other engagement processes, the college would create a sustainable and intentional transfer ecosystem and increase transfer rates to the four-year university.
- Develop cohort-based data dashboards and reports on student performance informed by institutional student success technology and early alert systems.
- Update business processes and plans within the student success system as a source to capture valuable student-based inquiries on transferring to develop intentional, equity-minded and tailored follow up efforts and supports. For example, creating institutionalized data dashboards monitoring the progress of key momentum points and indicators that

DRAFT

influence transfer progress are needed to align with campus timelines on grade processing.
- Transfer Pathways is developing clear branding in line with the four pillars of Guided Pathways to illustrate and clarify the Transfer Journey with placement in various areas of campus, and not limited to advising and counseling.
- Establish and maintain relationships with 4-year university admission data to cultivate programming and create and early affinity to students' next institution's support resources that are tangible at the college
- Identification of key course combination information, e.g. course success completion rates via AdAstra, using technology will better inform advisors and counselors on ways to develop intentional and effective educational plans for transfer students
- Procure and utilize more effective technology that will allow students to create effective class schedules built around personal responsibilities while maximizing and being mindful of key momentum points, e.g. Attempting 15+ units in their first time and 30+ units in their first year.

What learnings and improvements related to this goal does your college believe would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle?

Helper Text: N/A

- Data on transfer-bound students' persistence measured along with English/math momentum points achieved, and expected units earned at milestones would provide qualitative data to inform and influence (re)programming of transfer strategies.
- The College has identified through the Student Equity Plan the disproportionately impacted students needing targeted support to reduce the gap and address equity.
- Timely and specific transfer student touch points did not occur regularly, but with the newly developed Transfer Pathways department, we hope to improve on this. Our goal is to provide continuous student support and provide opportunities for university engagement, which will keep students on the path to transfer.

Question Group: Completion

Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys.

Helper Text:

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

DRAFT

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Selections:

More than 75% complete

Sub Questions:

Which areas of Completion does your college identify as More than 75% complete?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

What Is your college's local goal?

Helper Text: 'Local Goal' is an ideal achievement to reach for this metric.

Bakersfield College identifies the following certificate and degree completion as more than 75%, in accordance with the institution-set standards. We plan to increase completion by the following percentages:

- Adult Education/Noncredit Completion: Increase 5%
- Certificate Completion: Increase 10%
- Degree Completion (AA/AS/ADT): Increase 10%
- Degree Completion (Baccalaureate): Increase 100%

What are the major barriers for your college to reach this goal?

Helper Text: 'Major Barriers' may be varied and can be related to smaller and larger campus structures. Consider your Student Equity Plan and other planning tools to specify barriers present with your disproportionately impacted student populations in mind.

The major barriers that exist for our college to reach this goal is:

- Returning from the pandemic student surveys report the need for more flexible course offerings, to ensure successful program completion.
- Limited book-loaning programs to specific groups; the need for campuswide expansion.
- Recent student surveys perceived negative campus climates influencing insecurities toward academic performance including microaggressions in class.

DRAFT

- Counseling/advising sessions are not mandatory for students, which is necessary to increase high-touch engagement.

What actions has your college taken that has led to significant advancement towards your goal?

Helper Text: Identify what efforts have worked to ensure this estimated percentage.

The college has included the following outreach and communication methods to connect and meet with students throughout the calendar year:

- Renegade Nexus connects students experiencing basic needs challenges, such as food insecurity, housing displacement/homelessness, or financial crisis.
- Academic Resources provides students with resources to experience success in math, Canvas, free Microsoft office, tutoring, etc.
- Student Health Services provides both physical and mental health services to students.
- Collaboration with GET Bus for transportation.
- Support of Student Information Desk (SID) to help students see counselors through zoom. Increase in the number of Educational Advisors available on campus.
- Graduation Increase Initiative - graduation and enrollment campaigns have proven to be successful with increased graduation and enrollment rates.
- Faculty led calling campaigns (Registration: Fall, Spring, Late Start)
- Utilizing technology to reach students where they are (e.g. ocelot messaging).
- Messaging through Starfish

What actions will your college continue to prioritize on going forward?

Helper Text: Based on this percentage provided, what actions need to be taken during this Guided Pathways cycle to reach or improve the local goal?

Pathway Completion Teams will continue to work to support their students through the following actions:

- Job fairs
- Faculty panels
- Encouraging graduation checks
- Supporting Starfish degree planning and Program Pathway Maps are up to date

The college will continue to prioritize the following actions:

- Graduation Increase Initiative
- Calling campaigns (Registration: Fall, Spring, Late Start)
- Ocelot messaging
- Messaging through Starfish

DRAFT

What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them?

Helper Text: Your college previously identified students experiencing disproportionate impact in the 2022-25 Student Equity Plan. How does your college plan to scale up the efforts identified?

Offer wraparound services such as academic counseling, educational advising, financial aid literacy, support programs, textbook programs, etc.

What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward?

Helper Text: N/A

As our resources and workloads are organized across learning and career pathways (meta-majors) to support students, we leverage our pathways work to address equity gaps and focus equity work within the pathways. In addition to analyzing overall averages, we by default disaggregate student data by equity group within the LCP to determine whether the current Guided Pathways practices (e.g. program maps) have differential impacts, address why gaps persist, estimate the magnitude of the gap and identify areas where further work is needed.

The structure in place combines institutionalized efforts such as:

- Targeted and intentional outreach for special populations
- College website
- Student services and support streamlined “hand-off” services
- Career and academic exploration for incoming students
- Student affairs and instruction leadership collaborations

Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them?

Helper Text: What efforts will be made to ensure this barrier is no longer present in the next four years?

The college is prepared to sustain and improve the structure provided by being sufficiently staffed and trained to strengthen and improve services. The structure has undergone a vast improvement in removing student friction within the past two years by cross-training educational advisors and counselor to provide greater support to students being served across physical locations, through online services in the SID, and data driven enrollment and completion initiatives.

Optional:
Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

DRAFT

With Completion in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students?

Helper Text: Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Selections:

Yes

Selection Sub-Questions:

Which areas of Completion does your college wish to discuss for this selection?

Helper Text: Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

Check Boxes:

Adult Education/Noncredit Completion

Certificate Completion

Degree Completion

Please describe the continuous improvement process at your college towards advancing this goal.

Helper Text: N/A

- Ongoing Graduation Increase Initiative
- Ongoing cross-training
- Recommendation for creation of noncredit certificate Institution Set Standard
- Continued discussions of best practices at Guided Pathways Strategies team meetings

What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process?

Helper Text: N/A

Auto-awarding of degrees and certificates is imperative in supporting student completion:

- Students' awareness of institution policies, processes, and practices has been a barrier to completion. To address this concern BC has:
  - Updated graduation application dates
  - Offered auto-awarding
  - Offered auto-registration
- The institution has invested in resources to support this effort. This involves the need for continued integration of institutional systems (e.g. SIS, LMS, and Degree audit).

DRAFT

Optional:
Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Question Group: Student Equity and Achievement (SEA) Program Integration

Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here.**

Selections:
Integration in Progress –
Sub-Questions:

What are some present challenges that affect reaching full integration?

Helper Text: These challenges may align or match your Student Equity Plan and/or earlier answers.

The Guided Pathways Strategies (GPS) team is currently made up of mostly instructional administrators and faculty. With a new Student Equity Plan in place, the integration of the DI groups included will become an integral part of the planning processes. There will be intentionality in filling vacant committee positions to expand the campuswide reach of the GPS team. GPS will involve member representatives from SEAP and Strong Workforce to ensure full integration among these areas.

Another area of friction that is creating drag for full integration is the disconnect between the available data and our equity-focused framework. The Pandemic impacted students' education plans, learning, instruction, student support services, and our college operations, and still has its lingering effects on our student access and success. Under the Guided Pathways framework, we have intentionally developed equity planning and actions to advance equitable student progression and completion, but student data inconsistency due to the pandemic makes it challenging to assess and evaluate our equity work as well as integrate equity into guided pathways.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: These actions may align or match your Student Equity Plan and/or earlier answers.

DRAFT

Bakersfield College has implemented a robust guided pathways model since 2015, but in the Spring and Summer of 2022 engaged in a series of collaborative efforts to address student retention and persistence in a new college-wide manner. Utilizing data newly available from the Bakersfield College Office of Institutional Effectiveness (OIE), a team of campus leaders from student affairs and instruction met regularly over a series of meetings for several weeks to examine and address student needs. This team then developed a college-wide work plan for the 22-23 and 23-24 academic years outlining specific targets and tactics to be implemented across the campus that will improve SCFF outcomes.

As outlined in the Student Equity plan current action items include:

- Cross collaboration amongst student affairs and instruction leadership
- Coordinated classroom campaigns between student affairs and instruction functions (i.e., financial aid, enrollment services, counseling/advising, library, graduation, etc.)
- Intentional and strategic reframing of our work to be student-centered.
- Leverage institutional data for tracking and assessment through an equity lens.
- Increase awareness and access to Academic Support Services.
- Increase support for academic success in Math and English.
- Accurate and consistent Ed Plan/pathway resources and guidance.
- Improve and monitor hiring practices to increase faculty diversity
- Establish a permanent designated environment and facilities for academic support services.
- Hire more counselors to improve the counselor-to-student ratio

As our resources and workloads are organized across learning and career pathways (meta-majors) to support students, we leverage our pathways work to address equity gaps and focus equity work within the pathways. In addition to analyzing overall averages, we by default disaggregate student data by equity group within the LCP to determine whether the current Guided Pathways practices (e.g. program maps) have differential impacts, address why gaps persists, estimate the magnitude of the gap, and identify areas where further work is needed.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

DRAFT

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: SEAP will be included as a member of GPS and the SEP DI student groups will be integral in the planning process
Intermediate:
Long-Term:

How will your college evaluate these listed outcomes?

Bakersfield College will evaluate outcomes using local data at mid- and end-of-year periods.

Question Group: Associate Degree for Transfer (ADT) Integration

Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:
Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

Bakersfield College was named a "CHAMPION OF HIGHER EDUCATION" statewide leader for exemplary work in ensuring strong transfer pathways

DRAFT

and increasing completion of Associate Degrees for Transfer (ADT) in 2019, through leveraging a high-tech, high-touch approach.

- Since 2019, BC has increased the number of ADTs offered from 31 to 35 degrees, integrated in Learning and Career Pathways (LCPs).
- The development and ongoing updating of: 1) the Program Pathways Mapper, 2) Starfish Degree Planner, and 3) the Guided Pathways Strategies Team has advanced this institutional work.
- Completion coaching communities led by faculty for each of BC's LCPs focus on curriculum development for additional ADTs.

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

- Course completion paths (sequence accessibility) and faculty engagement are critical for students to stay on the path and persist.
- Using course demand information for future term scheduling on each site.
- Providing on-going faculty leadership and student services collaborations.
- Guided Pathways Strategies meetings (faculty leadership).

To optimize and sustain the integration, what Is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

- Annual convenings between BC and university partners.
- Maintenance and expansion of articulation agreements.
- Graduation Increase Initiative and auto awarding assigned each academic term. This work resulted in 2161 awards in 2022.

Commented [SK1]: Sooyeon, check the number again? 1975 in 21-22 (OIE) or 2052 in 21-22 (KCCD)

Commented [SK2R1]: 2054

Commented [GC3R1]: @Sooyeon Kim what is the difference in the metrics used for OIE vs KCCD? Better yet which number should we be representing here? Thanks

Question Group: Zero Textbook Cost to Degree (ZTC) Program Integration

Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

DRAFT

Selections:
Starting Integration –
Sub-Questions:

What are some present challenges that have impacted integration?

Helper Text: Expanded answers are acceptable. Please list, if possible.

Faculty participation has been a challenge impacting the integration with ZTC campuswide for a variety of reasons:

- Faculty preference for course materials.
- ZTC limited offerings for some areas.
- ZTC supplemental materials are limited, misaligned with faculty current process or course outline of record.
- Impact on updating faculty courses in canvas.
- Access and knowledge in utilizing ZTC resources.

What are the actions your college has taken / plans to take to overcome these challenges?

Helper Text: Consider this question as your planning space for integration of this programmatic area on your campus over the next four years.

- BC currently provides professional development workshops every semester to educate faculty on the resources available (e.g. how to find ZTC materials, how to use them, how to integrate into learning management systems, and how to create their own, etc.).
- BC's Academic Technology dept is available to assist faculty with course shells through canvas, BCs learning management system, and offer additional expert advice.
- BC has obtained a ZTC grant from the state and is currently working on three degrees to be completely ZTC, within the first year.

Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college?

Helper Text: With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.
This table is limited to 100 Characters per Outcome Response

Timeframe (100 Characters ONLY)
Immediate: Support through grants to help faculty have the time and

DRAFT

professional expertise to complete the classes.
Intermediate: Class completion will lead to degrees being offered. Three degrees should be finished by Fall 24.
Long-Term: A minimum of 5 degrees offered through ZTC by Fall 25.

How will your college evaluate these listed outcomes?

Bakersfield college will evaluate the outcomes based on the number of courses listed in the course catalog as being ZTC. The second way will be to evaluate how many degrees can be completed based on the courses listed as ZTC.

Question Group: California Adult Education Program (CAEP) Integration

Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:
Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

Continued investment in partnerships with industry and community organizations to identify prospective Adult Learners and support students with securing employment in living wage jobs. • Maximize Non-Credit offerings that lead to living wage employment. Geographic isolation and distance between rural sites present significant challenges for the Adult Education team regarding travel time, access to students, and delivery of student services.

DRAFT

- The Adult Education team has sought to create/expand a cohort model (e.g., BCSD/Parent University, CAP-K/Applied Leadership) for select programs to ensure greater reach and efficiency in delivering wrap around services to students (e.g., registration, enrollment, advising, commencement). These efforts support Clarifying the Path, Enter the Path, and Stay on the Path areas of Guided Pathways.

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

Reaching student populations for enrollment into Adult Education programs; challenges are often related to outreach/recruitment and persistence particularly given the high concentration of low-income, first-generation, and non-native English speakers the Adult Education team strives to support.

- The Adult Education team is expanding outreach/recruitment and onboarding strategies including Express Enrollment events and registration training workshops to provide support to students in larger quantities at a time. Some of these services include online modalities allowing for greater access among students.
- Actively research industry needs (types of jobs, skills required/desired) in developing programs, curriculum, and training for students to be successful upon completion.
- Use the Racial Equity for Adult Credentials in Higher Education (REACH) model, develop a program-mapper system for Adult Learners which provides BC personnel and students with information maps to better clarify and enter the path. Program maps include BC on-ramps/off-ramps for non-credit and credit options, stackable options for non-credit and credit programs, gainful employment information (employment, salary, number of positions hiring in Kern County, projected employment growth in Kern County for a given position/title). This informed consumer model also seeks to create greater transparency regarding available relevant BC supports for students.

To optimize and sustain the integration, what Is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

- Continued expansion of industry and community partners

DRAFT

- Development/implementation of roadmaps for non-credit certificate pathways
- Expand aligned/stackable programs with Non-Credit entry options for livable wage areas
- 11% (estimate) increase in student enrollment over the 4-year period of 2022 to 2026

Question Group: Strong Workforce Program (SWP) Integration

Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics.

Helper Text: Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: **Click here**.

Selections:

Fully Integrated**

Sub-Questions:

Leaning into continuous improvement principles, what are the milestones of full integration for your college? Please provide an example of an action your college is taking right now for this integration

Helper Text: What were some key steps taken to reach full integration? What step is your college currently on?

- The Career Education Department offers students program-related educational planning with attainable short term and long-term goals, career readiness preparation through, on-campus employment, off-campus employment, internships, and work experience placements.
- Outreach events have been scheduled throughout the year to bring exposure to the different career and technical training programs through Pathway Employer Expos, Employer Panels, Entrée to Employment, Manufacturing Day, Industrial Automation Day and the Kern County Career and Stem Expo.
- Expanding our outreach efforts, CTE and the Outreach Department partnered to bring 1000 high school students to participate in the Pathway Preview Event, allowing students to meet faculty and staff within each pathway to learn more about the available programs.
- Each Career Educational Advisor and Job Development Specialist within the CTE department are assigned internally to career

DRAFT

education pathways, as well as being integrated in the campus learning and career pathway completion coaching teams.

- Our Job Developers work side by side with our CTE Advisors ensuring the student not only stays on the path but completes successfully with gainful employment in a high waged, high-skilled, and high demand industry.
- Strong Workforce supported the design and development of 9 Guided Pathway brochures that would be distributed as part of campus wide marketing initiative.
- Our department is also responsible for cultivating and maintaining articulation agreements with the Kern High School District, enter and maintain programs in the Cal Jobs Data Base (approved training program list) through America's Job Center, and have recently been added to the MAP – credit for prior learning committee to ensure that the system can cross over to all career education programs.
- Career Education has partnered with Early college team to support funding to expand course offerings to our Dual Enrollment students and Summer Academies.
- Career Education additionally has a partnership with the Rising Scholars program that supports faculty curriculum development of career programs that can be integrated inside the prisons along with portable skills labs that are secured.

What did your college learn from this process?

Helper Text: Consider what wisdom your college would like to provide to other colleges on their integration journey, and/or discuss the unseen work needed to ensure integration is successful.

Students need continuous support systems. Strong Workforce has supported multiple areas, departments, and programs campuswide in order to better serve our students through their program.

- Based on our partners' needs we have fully integrated the Career Educational Advisors to support the Outreach team in visiting all High Schools to increase advising of Career and Technical Education certificates.
- Internship opportunities have also been expanded in the community and on campus to ensure learning and continuing on the path. The Work Experience course is being leveraged to increase these efforts.

DRAFT

To optimize and sustain the integration, what Is your college's plan to continuously improve?

Helper Text: What steps need to be taken to achieve an integration with sustainable continuous improvement and evaluation cycles better than what is already present at your college?

- Integrated in the completion coaching structure, CTE Educational Advisors and Job Developers participate in class visits each semester, introducing their services and schedule appointments with students.
- In order to support enrollment efforts, a CTE Educational Advisor has been assigned to attend every high school outreach event.
- Exploration events are continuous and grow to meet the needs of BC programs. Most events are scheduled through the Program Completion Coaching Teams, utilizing all staff to serve as a resource.
- Funding has been continuous, and we are entering our 8th year of SWP. Funding supports improvements to program laboratories, equipment, and facilities. Additionally, funds support marketing efforts to deliver information to incoming students, current students, and Alumni.

DRAFT