BAKERSFIELD COLLEGE GUIDED PATHWAYS IMPLEMENTATION TEAM
2018-19 Work Plan

2018-19 Goals:
1. Institutionalize the Guided Pathways Implementation Team work and communication
2. Develop and publish maps for all programs of study in the Program Pathways Mapper
3. Improve systematic coordination with K-12 partners to improve alignment
4. Improve placement practices to become compliant with AB 705; establish a co-requisite support model for college-level English and math courses
5. Redesign the work of BC Educational Advisors to directly advance the momentum points
6. Address access, persistence, and completion barriers using systems-focused automation and analytics-driven enrollment management

2018-19 Outcomes
Increase the number and percentage of students who:
- Attempt 15 units in the first term
- Attempt 30 units in the first year
- Complete transfer-level math and English in the first year
- Complete 9 core pathway units in the first year

Goal #1: Institutionalize the cross-functional Guided Pathways Implementation Team in the feedback loop and decision making structure for all institutional projects

<table>
<thead>
<tr>
<th>Action</th>
<th>Leads</th>
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<tbody>
<tr>
<td>1a: Hold bi-weekly meetings for implementation team members; require a designee to attend in place of member if unable to be present</td>
<td>Lesley Bonds, Corny Rodriguez</td>
</tr>
<tr>
<td>1b: Create and maintain an institutional projects document that builds the GPIT into the campus constituency engagement mapping</td>
<td>Lesley Bonds, Jessica Wojtysiak</td>
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<tr>
<td>1c: Ensure all GPIT members provide regular reports to the shared governance body they represent as a member (i.e. Academic Senate, College Council, FCDC, Curriculum Committee, etc.)</td>
<td>Corny Rodriguez, Jennifer Johnson</td>
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<tr>
<td>1d: Establish a communication task force to focus on campus-wide GP messaging via Starfish focused on the GP momentum points</td>
<td>Andrea Thorson, Grace Commiso</td>
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<tr>
<td>1e: Coordinate efforts with the Budget Committee to strategically position BC for the proposed funding formula by improving student achievement and completion</td>
<td>Lesley Bonds, Nick Strobel</td>
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Outcomes:
- Engage 120+ faculty, staff, and administrators at each Guided Pathways Institute
- Elevate the GPIT as leaders and resources in campus-wide guided pathways work by ensuring a defined role in reviewing, providing feedback, and approving institutional documents, such as Integrated Planning, Strategic Directions, grants and awards, etc.
- Engage Completion Coaching Communities in dissemination of timely key messaging of GP momentum points on a weekly basis through Starfish CONNECT; automate when possible
- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students successfully completing English & math
CLARIFY THE PATH

Goal #2: Improve systematic coordination with four-year transfer partners to develop maps from BC to the CSU; publish all maps in the Pathways Program Mapper

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<tr>
<td>2a: Utilize the Transfer Task Force to address transferability across all pathways, with a particular focus on UC STEM pathways in 2018-19</td>
<td>Khushnur Dadabhoy, Stephen Waller</td>
</tr>
<tr>
<td>2b: Hold ongoing BC-CSUB faculty meetings to refine four-year maps; invite KHSD counselors to promote Kern Promise and Finish in 4</td>
<td>Khushnur Dadabhoy</td>
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<tr>
<td>2c: Develop a joint application for high school students with guaranteed acceptance to CSU Bakersfield upon completion of BC degree</td>
<td>Khushnur Dadabhoy</td>
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<tr>
<td>2d: Expand the Pathways Program Mapper to house an extended 4-year map to CSU Bakersfield and other transfer partners</td>
<td>Craig Hayward</td>
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Outcomes
- 100% of programs will be fully mapped and made accessible through the Guided Pathways Program Mapper tool under development by Concentric Sky
- By 2020, all Kern High School District student may submit a single application to Bakersfield College and CSU Bakersfield with guaranteed transfer upon completion of a qualifying program of study (Kern Promise)

ENTER THE PATH

Goal #3: Improve systematic coordination with K-12 partners to: 1) expand and refine dual enrollment offerings; 2) improve priority registration assignments; and 3) enhance data sharing agreements

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<tr>
<td>3a: Improve coordination and communication with high school partners by improving/increasing data sharing between the entities, providing professional development opportunities, and developing a joint prepared career and educational pathway material that clarify pathways</td>
<td>Steven Watkin, Anna Laven, Ashlea Ward</td>
</tr>
<tr>
<td>3b: Expand dual enrollment to ensure all students in the Kern High School District and other surrounding area high schools have access to enroll in 6 transferable units in their junior and senior year by leveraging technology solutions via the RIDE Project</td>
<td>Steven Watkin, Anna Laven, Abel Guzman</td>
</tr>
<tr>
<td>3c: Improve online academic support services in the high schools by implementing the Online Education Initiative</td>
<td>Bill Moseley, Maria Wright</td>
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<tr>
<td>3d: Embed Job Placement/Soft Skills CDCPs in dual enrollment pathways</td>
<td>Tony Cordova</td>
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Outcomes
- Graduating seniors from the Kern High School District will have had the opportunity to enroll in 12 total transferable college units during their junior and senior years
- Reduce excess unit attainment to fewer than 79 college-level units
- Reduce time to transfer while improving transfer numbers and rates
- Reduce time to completion while improving number of completion of certificates or associates degrees that prepare students for in-demand jobs
- Increase number of credentials or certificates
**Goal #4:** Improve efficiency and accuracy of student placement in compliance with AB 705; establish a co-requisite support model for college-level English and math courses

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<tr>
<td>4a: Develop campus-wide implementation plan for AB 705 mandate via cross-functional AB705 task force</td>
<td>Andrea Thorson Steven Waller</td>
</tr>
<tr>
<td>4b: Invest in professional development for faculty and administrators on effective academic support in transfer-level English and math</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>4c: Review English B53 minimum qualifications; assign those with English minimum qualifications to teach English B1A to open more sections, reduce waitlists, and improve completion in the first year</td>
<td>Andrea Thorson David Moton</td>
</tr>
<tr>
<td>4e: Investigate an alternative pre-requisite pathway into English B1A focused on study skills</td>
<td>Andrea Thorson Billie Jo Rice</td>
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**Outcomes:**
- Increase student placement in transfer level math and English
- Implement AB 705 mandate for all incoming students by fall 2019
- Identify and implement an effective academic support model for students in transfer-level English and math
- Decrease waitlists for English B1A and Psych B5
- Increase completion of college-level math and English in the first year
- Reduce excess unit attainment to fewer than 79 college-level units

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**STAY ON THE PATH**

**Goal #5:** Redesign the work of BC Educational Advisors to directly advance the momentum points utilizing technology tools like Starfish CONNECT and Analytics, as well as a research data warehouse

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<tr>
<td>5a: Organize and implement an institute model with evolving focus, pre- and post- assignments, and a product outcome for educational advisors</td>
<td>Grace Commiso Khushnur Dadabhoy Tony Cordova</td>
</tr>
<tr>
<td>5b: Create Starfish handbooks and tutorials for faculty and staff training purposes; publish the resources</td>
<td>Andrea Thorson</td>
</tr>
<tr>
<td>5c: Establish a process to auto-award local/transfer degrees and certificates; create report in collaboration with Hobson’s to identify eligible students</td>
<td>Michelle Pena</td>
</tr>
<tr>
<td>5d: Increase availability, accuracy, and timeliness of data to support decisions, proposals, evaluations, and success interventions through the development of a fully-functional, in-house data warehouse</td>
<td>Craig Hayward Michelle Pena</td>
</tr>
<tr>
<td>5e: Ensure appropriate math course by pathway is defined on the ASEP and CSEP (i.e. Tech Math, Psych B5, Math B22, and Math B4a); ensure enrollment</td>
<td>Grace Commiso Tony Cordova</td>
</tr>
</tbody>
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Outcomes:
- Improve certificate/degree attainment and reduce excess unit attainment as a result of improved enrollment management and ability to meet in-time student demand for courses in their pathways
- All completion coaches will actively use Starfish to deliver pathway-specific nudges
- Reduce excess unit attainment to fewer than 79 units
- Increase abbreviated SEP for FTIC students by 41% to 71% in 3 years
- Increase abbreviated and comprehensive SEP for FTIC students from 27% to 50% in 3 years
- Improve participation rates in Academic Support Services from 20.8% to 40% in 3 years
- Increase completion of certificates and degrees
- Host 3 educational advisor institutes annually from 2018-20

Goal #6: Address access, persistence, and completion barriers using systems-focused automation and analytics-driven enrollment management

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<tr>
<td>6a: Explore systems solutions to year-long scheduling and block registration with a focus on English and math</td>
<td>Rodriguez, Pena</td>
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<tr>
<td>6b: Automate a priority registration appeal process to allow students “at the gate” to access critical gateway courses</td>
<td>SALT (Dadabhoy, Pena, Watkin)</td>
</tr>
<tr>
<td>6c: Double the number of sections offered of Math B4 to open transfer pathway in education</td>
<td>Waller, Rice</td>
</tr>
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Outcomes:
- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students completing English & math in the first year
- Decrease waitlists for English B1A and Psych B5

Membership

Chairs
- Corny Rodriguez, Dean of Instruction, EODAC Chair
- Lesley Bonds, Director of Student Success & Equity
- Jessica Wojtysiak, Faculty – Academic Development, AIQ Chair

Curriculum Leads
- Billie Jo Rice, Dean of Instruction, Curriculum & Assessment Chair
- Jennifer Johnson, Department Chair – Nursing, Curriculum Chair

Counseling Leads
- Grace Commiso, Dean of Counseling & Student Success
- Brynn Schock, Counselor

Data Leads
- Craig Hayward, Dean of Institutional Effectiveness, AIQ
- Amber Hroch, Institutional Researcher
- Dan Hall, Director of Student Success Technologies

Senate & Budget Leads
- Steven Holmes, Faculty – Political Science, Academic Senate President, Budget Committee
- Nick Strobel, Faculty – Physical Sciences, Budget Committee
## Tentative Meeting Schedule

*Bi-weekly, 2\textsuperscript{nd} and 4\textsuperscript{th} Tuesday, 1pm-3pm*

### FALL 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Goals</th>
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| 8.28 | Goal #1: Review of Work Plan and Expectations (Bonds & Rodriguez)  
Goal #1: Institutional Projects Document (Wojtysiak)  
Accreditation: ISER QFE, Data Prelude (Wojtysiak & Hayward) |
| 9.11 | Goal #5: Educational Advisor Redesign Work Plan (Commiso, Dadabhoy, Cordova)  
Goal #1: Communication Plan Updates (Thorson & Commiso)  
Completion Community: Personal & Career Exploration (Commiso)  
Accreditation: ISER Standards I & II (Strobel & Johnson) |
| 9.25 | Goal #1: Funding Formula Positioning (Strobel)  
Goal #2: Program Mapper Update (Hayward, Menchaca, Schock)  
Completion Community: Public Safety (McCrow)  
Accreditation: ISER Standards III & IV (Bonds & Strobel) |
| 10.9 | Goal #3: Dual Enrollment Update (Watkin)  
Goal #1: Communication Plan Updates (Thorson)  
Goal #2: Education Pathway (Rice, Wojtysiak)  
Completion Community: Business (Mourtzanos) |
| 10.23 | Goal #4: AB 705 Task Force Update (Thorson & Waller)  
Goal #5: Ed Advisor Redesign Update (Commiso, Dadabhoy, Cordova)  
Completion Community: Health Sciences (Gard) |
| 11.13 | Goal #4: AB 705 Co-Requisite Update (Thorson & Waller)  
Goal #1: State of Guided Pathways Report (Bonds & Rodriguez)  
Completion Community: Social & Behavioral Sciences (Rodriguez) |
| 11.27 | Goal #1: State of Guided Pathways Report (Bonds & Rodriguez)  
Goal #2: Spring semester work plan (Bonds & Rodriguez) |

### SPRING 2019

<table>
<thead>
<tr>
<th>Date</th>
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</table>
| 1.29 | Goal #1: Review of Spring 2018 Work Plan and Expectations (Bonds, Rodriguez)  
Goal #1: Institutional Projects Document (Wojtysiak)  
Goal #2: Education Pathway (Rice, Wojtysiak) |
| 2.12 | Goal #4: AB 705 Task Force Update (Thorson, Waller)  
Goal #1: Communication Plan Updates (Thorson, Commiso)  
Goal #2: Program Mapper Update (Hayward, Menchaca, Schock) |
| 2.26 | Goal #4: AB 705 Co-Requisite Update (Thorson, Waller)  
Completion Community: Ag, Culinary Arts & Nutrition (Rodriguez) |
| 3.12 | Completion Community: STEM (Waller) |
| 3.26 | Completion Community: Arts, Humanities & Communication (Thorson) |
| 4.9  | Goal #1: State of Guided Pathways Report Update (Bonds & Rodriguez)  
Completion Community: Industrial & Transportation Technology (Bresso) |
| 4.23 | Goal #1: State of Guided Pathways Report Update (Bonds & Rodriguez)  
Goal #2: Spring semester work plan (Bonds & Rodriguez) |