Title V: Making It Happen- Ready, Set, Go

Project Director: Dr. Kimberly Bligh

**Overall Project Goals:** To develop an accessible and equitable degree pathway for service areas students that supports success and timely progression from first touch through to completion.

- **Academic Program Goal:** To develop an exemplary, holistic pathway for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.

- **Institutional Management Goal:** To significantly increase underprepared student learning and success rates while closing the equity gap at identified momentum points through development of an engaging, integrated, and supported degree pathway that utilizes technology as a means to improve delivery of instruction and services.

- **Fiscal Stability Goal:** To significantly increase BC’s degree productivity and secure performance-based funding by addressing the needs of our underprepared students.

**Current Programs Entering the Path: Bridge to BC**

Bridge to BC is an intensive daylong orientation program required of all incoming freshmen. During this interactive day, students will engage with faculty one-on-one and in-group settings, tour the BC campus with experienced and knowledgeable student mentors, and participate in hands-on activities that orient them to the freshmen experience. In this way, students learn about the academic and student services resources that Bakersfield College offers and experiences them first hand.

Students hear from faculty and support services staff how to best access and utilize campus resources during engaging sessions and demystify questions that ALL new students have BEFORE their first semester begins. On a more practical level, the day will focus on introducing skills necessary for college success, including effective communication, time management, library research and other critical skills! This isn’t the “same old information” students learned in high school… the topics covered at...
Bridge to BC are designed, and proven, to ensure students are successful during their FIRST semester in college.

**Bridge to BC is a whole-college, integrated coaching culture that serves to:**

- Connect students to students through peer mentorship and employment
- Connect faculty to faculty through co-teaching
- Connect students to pathway faculty and staff through mentorship and intrusive advising
- Connect and integrate funding sources into a guided pathways framework
- Ensure students are on the path according to BC’s guided pathways momentum points for FTIC students:

  ➢ **Enrollment in 15 units in the fall term**
  
  ➢ **Enrollment in 30 units in the first year**
  
  ➢ **Enrollment in math and/or English in the first term**
  
  ➢ **Enrollment in 9 core pathway units in the first year**

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**Bridge to BC Timeline**

- **Summer 2014 (Pilot)**
  - 5 Sections
  - 161 Students

- **Summer 2015**
  - 17 Sections
  - 338 Students

- **Summer 2016**
  - 23 Sections
  - 892 Students

- **Summer 2017**
  - 21 Sections
  - 1,350 Students

- **Summer 2018**
  - 35 sections
  - 1,350 students

*Student headcount only includes students enrolled for credit.*
Title V Curriculum and Activities: Bridge to BC

College-knowledge

Approximately 80% of BC’s population comes from first-generation and/or underrepresented student populations lacking information, support and resources necessary to successfully navigate college. Bridge to BC curriculum focuses on growth mindset, organizational skills and time management, academic and student support services, campus tour, decoding schedules, navigating Inside BC, Canvas, and My Degree Path.

Educational planning and resolving registration issues

Counselors and advisors assigned to staff the Bridge to BC provide intrusive, on-the-spot advising, educational planning, and registration correction/support. Each student individually meets with an advisor to address registration issues during the Bridge.

Program of Study Issues

Approximately 30% of students enter with incorrect major declared in the system. Bridge to BC introduces career pathway exploration, pathways discussions, and on-the-spot corrections to intended majors for students.

Faculty Onboarding and Engagement

New faculty and most seasoned faculty have low knowledge of student support services and the student perspective of college. Bridge to BC provides staff and faculty with hands-on cross training, professional development, co-teaching, and faculty mentorship.

Campus Involvement

Bridge to BC requires coordination across community and campus-based partnerships. No single office is responsible for its success; instead, multiple departments across instructional, student services, and business affairs coordinate to get students on their path to success.
Bridge to BC Partnerships:

• Counseling Department integrates the work into normal hours as a strategy to improve educational planning services, which reduces need for education planning appointments later in the semester during peak times such as priority registration. (Pathway planning and registration)

• Use of general, categorical and grant funds to pay faculty (SSSP, Equity, and Title V)

• Use of available grant and federal work study funds to hire Bridge to BC Peer Mentors

• Outreach & School Relations (Recruitment and Enrollment)

• Food Services and Events & Scheduling (Catering and Logistics)

• Information Technology & Media Services

• Financial Aid (One on One Support)

Summer 2018 Data

Student information:

* Over 1,300 students enrolled and earned ½ unit. We also served over 100 students for no credit including 3 rural high schools, the Adult school, and previously incarcerated students.

* 95% of students who participated in Bridge to BC would recommend it to other students.

* 80% of the students who participated said compared to how they felt before they attended the Summer Bridge they now feel more prepared.

* 72% of the students who participated said compared to how they felt before they attended the Summer Bridge Orientation they now feel less anxious.

* Outcome data for Bridge to BC 2018 will be shared in Spring 2019 once fall data is analyzed.

Here are some reflections provided by students who participated in Bridge to BC 2018.

* “I learned how to connect with others to find my way around and in communicating with the proper people to help me with my needs.”

* “I loved the collaboration we did, college consists of working well with others a lot of the time.”
* “Having someone talk to us about financial aid and all the programs was so helpful.”
* “Something I learned that was helpful from my Summer Bridge Day was working with others. I'm not a social person and we were put into small groups which was helpful for my other classes, made me learn to be more social with others and that has become helpful.”
* “During Summer Bridge I learned how to use canvas. I feel like this was important because canvas is used in all my courses at BC and for me personally it was a new program. I didn’t understand it at first but because of attending summer bridge I got familiar with canvas and inside BC.”
* “An activity we done in Summer Bridge was getting in groups of the same/similar majors. Afterwards we were doing an assignment of getting to know each other and our majors. It made everyone more comfortable with each other.”
* “Time management activities and goals planning during the orientation helped me plan better and finish my work in time.”
* “Making the path to success poster because it put you in a group with random people and you successfully put all your ideas. Also teaches you how to present your path way to success poster and work with one another.”

**Faculty and Staff Information**

* The Bridge faculty mentors were 48% full time faculty, 34% adjunct faculty, 8% classified staff, and 9% administrators. (Over 150 staff, faculty and administrators participated in Summer 2018)
* 95% of faculty and staff who participated in Bridge to BC would recommend it to other staff and faculty.
* 94% of the mentors stated that their knowledge of Academic Support Services increased.
* 91% of the mentors stated that their knowledge of Student Support Services increased.
* 86% of the mentors stated that their knowledge of Financial Aid increased.
* 80% of the mentors stated that their knowledge of Career and Learning Pathways increased.

* 80% of the mentors stated that their knowledge of campus locations increased.

* 70% of the mentors stated that their knowledge of Inside BC and Canvas increased.

Here are some reflections provided by the Bridge to BC 2018 mentors.

* “I liked it so much, I'm going to do it again! Even after completing my first year at the main campus, there was still a wealth of information to learn about the resources faculty and students have access to.”

* “I attend and support the efforts of summer bridge as the goals align with my personal and professional beliefs that bridging the gap for future Gades is crucial. Supporting our students in becoming familiar with campus, services, staff and faculty lends to their success while on campus and later in life. I've enjoyed every moment of my time as a bridge mentor and look forward to leading in future events.”

* “Overall, this program is superbly organized and managed. I enjoyed meeting faculty members from other departments and interacting with incoming freshman. This is a program faculty across the campus should participate in!”

* “Bridge is an outstanding experience for faculty and for students. I enjoyed it and have seen some of the students from the bridge sessions I worked on campus and have been able to touch bases with them and see how they are doing.”

* “I will definitely sign up to help again at Summer Bridge. I originally signed up to discover what it was about; I was ambivalent, but I see it as one of the more valuable experiences for brand new college students.”

Data

Bridge to BC is closing achievement gaps for first generation college students and those from low socioeconomic backgrounds.
Table 1: Annual Bridge Demographics

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender (Female)</th>
<th>Hispanic Ethnicity</th>
<th>First Generation</th>
<th>Econ Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>58.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>62.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>57.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>51.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Ethnicity of Summer Bridge participants

<table>
<thead>
<tr>
<th>Year</th>
<th>Gender (Female)</th>
<th>Hispanic / Latino</th>
<th>First Generation</th>
<th>Econ Disadvantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td>67%</td>
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</tr>
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</table>

Bridge to BC is primarily based on faculty and peer mentoring and integrates activities to build students’ college knowledge, confidence, GRIT, and a growth mindset. The program has proven to be the college’s number one Freshmen orientation approach to entering the pathway. Bridge students attempt significantly more college level units and retain a higher course success rate and are over twice as likely to enroll in college level math and English to persist until the next fall term, attempt and successfully pass 30 or more college-level units their first year. The program is the number one most effective professional development opportunity we offer.
### Table 3: Summer Bridge and comparison cohorts’ persistence and course success rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Cohort</th>
<th>Spring Persistence</th>
<th>Fall to Fall Persistence</th>
<th>Fall Course Success Rate</th>
<th>1st Yr. Course Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>Bridge</td>
<td>83.2%</td>
<td>65.2%</td>
<td>76.5%</td>
<td>71.4%</td>
</tr>
<tr>
<td></td>
<td>Non-B</td>
<td>70.1%</td>
<td>53.8%</td>
<td>59.7%</td>
<td>60.5%</td>
</tr>
<tr>
<td>2015</td>
<td>Bridge</td>
<td>80.2%</td>
<td>70.4%</td>
<td>72.9%</td>
<td>71.3%</td>
</tr>
<tr>
<td></td>
<td>Non-B</td>
<td>69.0%</td>
<td>51.4%</td>
<td>59.1%</td>
<td>59.5%</td>
</tr>
<tr>
<td>2016</td>
<td>Bridge</td>
<td>86.8%</td>
<td>71.5%</td>
<td>74.9%</td>
<td>72.3%</td>
</tr>
<tr>
<td></td>
<td>Non-B</td>
<td>71.4%</td>
<td>50.2%</td>
<td>58.9%</td>
<td>60.0%</td>
</tr>
<tr>
<td>2017</td>
<td>Bridge</td>
<td>82.5%</td>
<td>-</td>
<td>70.5%</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Non-B</td>
<td>69.9%</td>
<td>-</td>
<td>60.3%</td>
<td>-</td>
</tr>
</tbody>
</table>

### Table 4: 2017 first-term comparisons between Summer Bridge and comparison cohorts

#### 2017 Bridge
- Underprepared Bridge SS in New-Student, Degree Seeking Cohort: 78%
- Spring Persisted: 51%
- Math Transfer Level Attempt: 10%
- Math Transfer Level Passed: 8%
- Eng Transfer Level Attempt: 24%
- Eng Transfer Level Passed: 29%
- 12 Units College Level Attempt: 23%
- 12 Units College Level Passed: 13%
- 15 Units College Level Attempt: 12%
- 15 Units College Level Success: 5%

#### 2017 Non-Bridge
- Underprepared Bridge SS in New-Student, Degree Seeking Cohort: 41%
- Spring Persisted: 26%
- Math Transfer Level Attempt: 19%
- Math Transfer Level Passed: 16%
- Eng Transfer Level Attempt: 44%
- Eng Transfer Level Passed: 47%
- 12 Units College Level Attempt: 23%
- 12 Units College Level Passed: 23%
- 15 Units College Level Attempt: 11%
- 15 Units College Level Success: 5%

### Table 5: Trend Data 2014-2017 (momentum Points, Success, and Retention)

<table>
<thead>
<tr>
<th>Title V Analysis Master Table</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underprepared Bridge SS in New-Student, Degree Seeking Cohort</td>
<td>3.0%</td>
<td>5.0%</td>
<td>4.0%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>
Link to full 2014-2017 Institutional Effectiveness Report on Bridge

https://drive.google.com/file/d/1_uP05VavBLkndX7S8qKNwFPdZ2UMhXrl/view?usp=sharing

Staying on the Path: Extend the Classroom (ETC) Vision: To compel students to actively seek support services in order to be successful in their academic, personal, and career goals. Mission: To identify those students who will most benefit from ETC support services, personally, academically, and professionally; to motivate those students to attend the ETC support services in order to improve their retention, success, and progression rates thereby fostering personal, academic, and career success.

THE ETC MODEL

Key Components:

1. Shared Classroom Curriculum
   a. Warm-ups
   b. Textbook
   c. Required homework & notes
   d. Weekly quizzes
   e. Weekly review worksheet

2. 80% Mastery
   a. Weekly quizzes score 8 or greater student earns study points
   b. Weekly quizzes score of less than 8 student must attend ETC and complete assignment to earn study points

3. ETC Curriculum to earn study points
   a. Students sign in
b. Students complete chapter assignment
   i. Quiz reflection – metacognitive task, non-cognitive reflection
   ii. Review worksheet
   iii. Retake quiz
   iv. Rework any missed problems

c. Students give signed reflection with completed assignment to teacher

4. Counseling Support
   a. Title V Advisor
   b. Early alert
   c. Follow up communication