Equity, Guided Pathways and Accreditation: A Partnership for Student Success

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President, Bakersfield College

@CalCommColleges
#BeingClear #BeingBold

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sonya.christian.96
Stephanie Curry  
Librarian, Reedley College

Ginni May  
Math Faculty,  
Sacramento City College
I could talk about...

$150 million in legislated funding

AB705

AACC Guided Pathways Project

California Guided Pathways Demonstration Project

SB1440

Vision for Success

California Guided Pathways Advisory Committee

Student-Centered Funding Formula

Guided Pathways Summits
I could talk about
It’s All About Student Learning & Achievement

**Standard I.B: Assuring Academic Quality & Institutional Effectiveness**
- **I.B.1:** Sustained dialogue
- **I.B.3:** ISS
- **I.B.5:** Disaggregated data
- **I.B.9:** Resources & Structure advance mission

**Standard IV.A: Decision-Making Roles & Processes**
- **IV.A.1:** Innovation leads to institutional excellence
- **IV.A.5:** Decision-making aligned with expertise
I could talk about...

Standards III & IV
Accreditation – Being Bold. Being Clear

ACCJC
Foster Innovation
Improve Quality

CHEA 2020
Recognize Learning Innovation

CIQG 2020
Building peace in the minds of men and women
Beyond Academic Excellence
Societal Impact, Equity and the Pursuit of Truth

#BeingClear #BeingBold
One minute paper:
What are one or two things that excited you about this presentation?

#BeingClear #BeingBold #ASCCC2020 #CACCsLearn
CACCs

Vision for Success

- Clarify the Path
- Enter the Path
- Stay on the Path
- Ensure Learning

CACCs – Being Bold. Being Clear.
CACCs – Being Bold. Being Clear.

Program Map
Chemistry Associate in Science for Transfer

Pathway To: CSU
Time to Completion: 2 years

1st Term
- CHEM B1A 5.0 Units
  General Chemistry I
- MATH B6A 4.0 Units
  Analytic Geometry/Calculus I
- ENGL B1A 3.0 Units
  Expository Composition
- ANTH B1 3.0 Units
  Physical Anthropology

2nd Term
- CHEM B1B 5.0 Units
  General Chemistry and Chemical Analysis
- MATH B6B 4.0 Units
  Analytic Geometry/Calculus II
- ENGL B2 or PHIL B9 3.0 Units
  Choose a course
- COMM B1 3.0 Units
  Public Speaking

3rd Term
- CHEM B30A 5.0 Units
  Organic Chemistry for Science Majors, I
- PHYS B4A 4.0 Units
  Mechanics and Wave Motion
- Arts 3.0 Units
  Choose a course from Group 3A.
- Humanities 3.0 Units
  Choose a course from Group 3B.

4th Term
- CHEM B30B 5.0 Units
  Organic Chemistry for Science Majors, II
- PHYS B4B 4.0 Units
  Heat, Electricity, Magnetism
- POLS B1 3.0 Units
  American Government: National, State and Local
- HIST B17A 3.0 Units
  History of the United States

#BeingClear #BeingBold
Program Map

Chemistry  Associate in Science for Transfer

<table>
<thead>
<tr>
<th>Pathway To:</th>
<th>Time to Completion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU</td>
<td>2 years</td>
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1st TERM

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tr>
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2nd TERM

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<td>4.0</td>
<td>Analytic Geometry/Calculus II</td>
</tr>
<tr>
<td>ENGL 2 or PHIL B9</td>
<td>3.0</td>
<td>Choose a course</td>
</tr>
<tr>
<td>COMM B1</td>
<td>3.0</td>
<td>Public Speaking</td>
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3rd TERM

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<th>Description</th>
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<tbody>
<tr>
<td>CHEM B30A</td>
<td>5.0</td>
<td>Organic Chemistry for Science Majors, I</td>
</tr>
<tr>
<td>PHYS B4A</td>
<td>4.0</td>
<td>Mechanics and Wave Motion</td>
</tr>
<tr>
<td>ARTS</td>
<td>3.0</td>
<td>Choose a course from Group 3A.</td>
</tr>
<tr>
<td>HUMANITIES</td>
<td>3.0</td>
<td>Choose a course from Group 3B.</td>
</tr>
<tr>
<td>HIST B17A</td>
<td>3.0</td>
<td>History of the United States</td>
</tr>
</tbody>
</table>

4th TERM

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<th>Units</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CHEM B30B</td>
<td>5.0</td>
<td>Organic Chemistry for Science Majors, II</td>
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<tr>
<td>PHYS B4B</td>
<td>4.0</td>
<td>Heat, Electricity, Magnetism</td>
</tr>
<tr>
<td>POLS B1</td>
<td>3.0</td>
<td>American Government: National, State and Local</td>
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</table>

Total Units: 15 + 15 + 15 + 15 = 60 units
Boldly Innovate

How would you dismantle and rebuild existing structures to advance student learning and achievement?

• Issuer Information
• Criteria
• Tags
• Alignment with Standards
• Date of Issuance
• Expiration Date
SLO 1: The student will upload to a server...

SLO 2: The student will ...

SLO 3: The student will ...

SLO 4: The student will ...
Who do we serve?

Alexander Hamilton
1755-1804

Theodore Roosevelt
1858-1919

Bakersfield College Graduates 2019
New Student Enrollment Growth Since 14-15

New Students Entering the California Community College System
Disaggregated by Four Major Racial Groups

- Asian
- Black or African American
- Hispanic
- White
Boldness Leads to Excellence in Outcomes
Increased Number of Latinx Students Transferring to CSU

Transfers to the CSU Disaggregated by Four Largest Groups by Race

- African American
- Asian American
- Latinx
- White, Non Latino
Boldness Leads to Excellence in Outcomes
Increased Number of Latinx Students Transferring to UC

CCC Transfers to UC Disaggregated by Four Largest Groups by Race

- African American
- Asian
- Hispanic
- White
Percent Enrollment Growth by Race

Percent Enrollment Growth from 2015 to 2018

- Asian: 232%
- Hispanic: 215%
- Filipino: 197%
- American Indian: 172%
- White: 164%
- Hawaiian/P.I.: 157%
- African American: 153%
- Multiple: 116%
- Unknown: 109%
- Overall: 194%
Proportionality Index getting closer to One for Most Groups

Proportion of Ethnicity in CCC Four Years Prior Relative to Proportion of Ethnicity among CSU Transfers

- **Asian**
  - PI - F17 CSU Transfers: 1.54
  - PI - F18 CSU Transfers: 1.41
  - PI - F19 CSU Transfers: 1.26

- **Black or African American**
  - PI - F17 CSU Transfers: 0.37
  - PI - F18 CSU Transfers: 0.37
  - PI - F19 CSU Transfers: 0.43

- **Hispanic**
  - PI - F17 CSU Transfers: 0.89
  - PI - F18 CSU Transfers: 0.92
  - PI - F19 CSU Transfers: 0.92

- **White**
  - PI - F17 CSU Transfers: 0.89
  - PI - F18 CSU Transfers: 0.93
  - PI - F19 CSU Transfers: 0.95
Boldness Leads to Excellence in Outcomes

Are we moving the only dial that matters?

#EquityMatters

<table>
<thead>
<tr>
<th>Year</th>
<th>Latinx</th>
<th>Overall</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>172</td>
<td>303</td>
<td>493</td>
<td>824</td>
<td>106</td>
<td>187</td>
</tr>
<tr>
<td></td>
<td>61.6%</td>
<td>61.7%</td>
<td>64.7%</td>
<td>67.4%</td>
<td>106</td>
<td>187</td>
</tr>
</tbody>
</table>

#EquityMatters
Boldly Partnering Beyond Our College

Have we engaged our partners in advancing our mission?

Guided Pathways

Dual Enrollment

Early College
Boldness Leads to Excellence in Outcomes

Are we moving the only dial that matters?

- African American
- Latinx

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>2016-17</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>2017-18</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2018-19</td>
<td>84%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Average:
- African American: 67%
- Latinx: 90%

52% avg. vs. 67% avg.
One minute paper:

What are one or two things that excited you about this presentation?

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#ASCCC2020 #CACCsLearn
1. Learning is Socially Constructed
   *Degrees that Matter: Consensus*

2. Coherent learning pathways
   *Degrees that Matter: Aligned*

3. Take Teaching to the Learner
   *Degrees that Matter: Learner Centered; Pillar 4: Learning Facilitation*
   *Equity-Mindedness Prioritizes Relevance*
   *Pillar 4: Internships, field trips, & project-based learning. AACU: HIP*

4. Learning Visible
   *Degrees that matter: Communication. WICHE Passports. Badges*
   *Learning Transcends Compliance*
   *Beyond “academic excellence” to “societal engagement”*

#OccupyLearning
One minute paper:

What are one or two things that excited you about this presentation?
Questions?

#BeingClear
#BeingBold
#ASCCC2020
#CACCsLearn
Some additional slides to show the interdependence of Equity, Accreditation, Guided Pathways
At Bakersfield College, institutional effectiveness is defined by our ability to ensure student learning and achievement.

Student outcomes – not process outcomes – drive all institutional planning and we measure our success in advancing student learning and achievement using research-based momentum points.
Standard I.B: Assuring Academic Quality & Institutional Effectiveness

An example: Bakersfield College is engaging in continuous improvement of student learning by pursuing clarity of student learning through microcredentialing, badging, and competency-based education.
Understanding Student Achievement

Standard I.B.1
The institution demonstrates a sustained, substantive, and collegial dialogue about student **outcomes**, student **equity**, academic quality, institutional effectiveness, and continuous improvement of **student learning and achievement**

GP Strategies
- Momentum Points
- Program Pathways Mapper
- Outcomes over Process
- Microcredentialing
- Badging
# Understanding Student Achievement

<table>
<thead>
<tr>
<th>Standard I.B.3</th>
<th>GP Strategies</th>
</tr>
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<tbody>
<tr>
<td>The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information</td>
<td>• Momentum Points</td>
</tr>
<tr>
<td></td>
<td>• Vision for Success</td>
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<td></td>
<td>• Student Equity Plan</td>
</tr>
<tr>
<td></td>
<td>• Tableau/Data Dashboards</td>
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<tr>
<td></td>
<td>• Data Coaching</td>
</tr>
</tbody>
</table>
Improving Institutional Effectiveness

**Standard I.B.9**
The institution engages in continuous, broad-based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

**GP Strategies**
- Momentum points
- Outcomes over process
- Resource Braiding
- Program Pathways Mapper
- Closing the Loop
Standard IV.A: Decision-Making Roles & Processes

At Bakersfield College, student learning and achievement is not just the purview of faculty. Instead, BC’s guided pathways redesign is a whole-college effort, engaging faculty, staff, administrators, and students in the work to ensure institutional excellence.
Standard IV.A: Decision-Making Roles & Processes

At Bakersfield College, institutional leaders (faculty, administrators, staff and students) create the conditions for innovation by leveraging our intentionally-designed formal structures and empowering all individuals and committees to innovate through a distributed leadership model.
Innovation to Excellence

**Standard IV.A.1**

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

**GP Strategies**

- Intentionally-designed formal structure
- Distributed leadership
- Program Pathways Mapper
- Completion Coaching Communities
- Kern Promise
- Early College
### Decision-Making Structures

<table>
<thead>
<tr>
<th>Standard IV.A.5</th>
<th>GP Strategies</th>
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</table>
| Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; **decision-making aligned with expertise and responsibility**; and timely action on institutional plans, policies, curricular change, and other key considerations. | • Distributed leadership  
• Completion Coaching Communities  
• Faculty leadership |