California Community Colleges Guided Pathways
Action Plan, Timeline, and Allocation Summary
Bakersfield College: Spring 2018-Summer 2019

PRIORITY FOCUS 1: INCLUSIVE DECISION MAKING STRUCTURES
College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework. Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

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

Leads: Lesley Bonds, Director of Student Success & Equity; Grace Commiso, Dean of Counseling; Jennifer Johnson, Department Chair of Nursing

Action 1a: Hold bi-weekly meetings for implementation team members; require a designee to attend in place of member if unable to be present

Action 1b: Create an institutional projects document that builds the GP Implementation team into the campus constituency engagement mapping

Action 1c: Ensure all GP Implementation Team members provide bi-weekly reports to the shared governance body they represent as a member (i.e. Academic Senate, College Council, Faculty Chairs and Directors Council, Curriculum Committee, etc.)

Goal #2: Establish a communication task force to focus on campus-wide guided pathways messaging focused on the core GP momentum points

Leads: Andrea Thorson, Dean of Instruction; Grace Commiso, Dean of Counseling

Action 2a: Hold bi-weekly communication task force meetings; invite faculty leads of each Learning & Career Pathway to take leadership of messaging by pathway

Action 2b: Develop a web template for each Learning & Career Pathway to ensure accurate and timely information for students

Action 2c: Engage Completion Coaching Communities in dissemination of key messaging on a weekly basis through Starfish CONNECT; automate when possible

Goal #3: Restructure the campus-wide planning document “Strategic Directions 2018-2021” document to align with the four pillars of guided pathways.

Leads: Todd Coston, Director of IT, Grace Commiso, Dean of Counseling, and Jessica Wojtysiak, Faculty in Academic Development
**Action 3a:** Hold campus-wide Strategic Directions forums to solicit initiative input from faculty, staff, and administrators

**Action 3b:** Map all initiatives to the appropriate guided pathways pillar, where applicable. Particular focus on Strategic Direction #1: Student Learning, and Strategic Direction #2: Student Progression & Completion

**Action 3c:** Ensure the Guided Pathways Implementation Team participates in the bi-annual Strategic Directions report review and feedback process to institutionalize the cross-functional team’s role in providing oversight and direction

**Timeframe:** choose one of the following

- Summer 2018-Summer 2019
- Spring 2018-Summer 2019
- Fall 2019-Summer 2020
- Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- Guided Pathways Implementation Team structure; currently in phase 2
- Communication Task Force structure; currently in year 1
- Assessment Committee and Strategic Directions Task Force
- Guided Pathways Faculty Leaders for spring 2018 compensated to partner with admin leads
- Program Review Committee; ensuring resource requests are tied to GP framework
- Closing the Loop document as evidence of cross-functional decision making
- Completion Coaching Communities as cross-functional work teams by Learning & Career Pathway (meta-majors)
- Current formalized committee structure of every participatory governance committee includes faculty, staff, administration, and student representatives

**Outcomes:** Indicate what success will look like as a result of these efforts.

**Goal #1 Outcomes:**

- Engage 120+ faculty, staff, and administrators at each Guided Pathways Institute in May, August, and January
- Elevate the GP Implementation Team 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, Innovation Award, etc.

**Goal #2 Outcomes:**

- Timely communication to all students based on GP momentum points will be automated in Starfish CONNECT to remove manual process
- Increase number and percent of students enrolled in 15 units per term
- Increase number and percent of students successfully completing English & math

**Goal #3 Outcomes:**
• All bi-annual strategic directions report will be mapped to the aligning Guided Pathways pillar and appropriate GP momentum point
• The GP Implementation Team will aggregate strategic directions progress data by GP pillars into a single report to disseminate campus-wide for an ongoing institutional review of guided pathways implementation progress
PRIORITY FOCUS 2: INTERSEGMENTAL ALIGNMENT

(Clarify the Path) College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

**Goal #1:** Improve systematic coordination with four-year transfer partners to develop maps from BC to the CSU

*Leads: Director of Transfer Pathways; Grace Commiso, Dean of Counseling; Marisa Marquez, Transfer Counselor; Transfer Task Force*

*Action 1a:* Implement a Transfer Task Force focused on work with major transfer partner, CSU Bakersfield, to identify areas of concern in transferability

*Action 1b:* Develop MOU with transfer partner, CSU Bakersfield, to establish agreement for faculty at the two institutions to develop transfer map templates

*Action 1c:* Hold joint BC-CSUB faculty meetings to develop four-year maps that will be made accessible in the Pathways Program Mapper and utilized in high school outreach work each spring

*Action 1d:* Develop a joint application for high school students with guaranteed acceptance to CSU Bakersfield upon completion of an associate’s degree at BC

**Goal #2:** Improve systematic coordination with K-12 partners to expand and refine dual enrollment offerings in all feeder high schools; implement academic support in high schools

*Leads: Corny Rodriguez, Dean of Instruction – Dual Enrollment, Anna Laven, Dual Enrollment Program Manager; Grace Commiso, Dean of Counseling; Steven Watkin, Director of Outreach & School Relations; Maria Wright, Director of Academic Support Services*

*Action 2a:* Improve coordination and communication with high school partners by...

(Corny)

*Action 2b:* Expand dual enrollment to ensure all Kern High School District students have access to enroll in 15 transferable units in their junior and senior year by leveraging technology solutions which address scheduling and minimum qualifications issues via the RIDE Project

*Action 2c:* Improve online academic support services in the high schools by....

(Maria)

**Goal #3:** Establish a systematic process through which Bakersfield College students may gain co-curricular experience aligned with programmatic learning outcomes

*Leads: Tony Cordova, Program Director of CTE; Stephanie Baltazar, Program Manager of Student Employment, Grace Commiso, Dean of Counseling; Maria Wright, Director of Academic Support Services*
Action 3a: Install JobSpeaker software; upload all internal and external job postings and conduct training on accessing and utilizing the system to expand “earn and learn” potential at the college

Action 3b: Hire AmeriCorps interns to support career exploration and application of learning outcomes in coordination with each Learning & Career Pathway

Action 3c: Ensure ongoing coordination with industry advisory boards to stay current with industry demand in Kern County

Timeframe: choose one of the following

___ Summer 2018-Summer 2019
___ Spring 2018-Summer 2019
X Fall 2019-Summer 2010
___ Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- **K-12 Alignment**
  - Multiple measures of assessment
  - Dual enrollment
  - Cal-SOAP

- **Four year Alignment**
  - The Kern Promise Transfer agreement with Kern High School District and CSU Bakersfield
  - Transfer Task Force
  - Director of Transfer Pathways (new hire)

- **Industry Alignment**
  - Strong Workforce Program
  - AmeriCorps student intern program (via grant in Academic Support Services)
  - Industry advisory boards aligned with programs of student

Outcomes: Indicate what success will look like as a result of these efforts.

Anticipated change in scale of adoption during time frame: Full Scale
PRIORITY FOCUS 3: INTEGRATED TECHNOLOGY INFRASTRUCTURE
(Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Timeframe: choose one of the following

___ Summer 2018-Summer 2019
___ Spring 2018-Summer 2019
___ Fall 2019-Summer 2020
___ Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- Starfish Degree Planner
- Starfish CONNECT
- Starfish Analytics
- Pathways Program Mapper (under development)

Outcomes: Indicate what success will look like as a result of these efforts.

Anticipated change in scale of adoption during time frame: Full Scale
PRIORITY FOCUS 4: ALIGNED LEARNING OUTCOMES
(Ensure Students are Learning) Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students’ success in subsequent educational, employment, and career goals.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Timeframe: choose one of the following

___ Summer 2018-Summer 2019
___ Spring 2018-Summer 2019
___ Fall 2019-Summer 2020
___ Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- eLumen
- SLOs all mapped to PLOs
- PLOs mapped to ILOs

Outcomes: Indicate what success will look like as a result of these efforts.

Anticipated change in scale of adoption during time frame: Full Scale
PRIORITY FOCUS 5: ASSESSING & DOCUMENTING LEARNING
(Ensure Students are Learning) The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

Current Scale of Adoption: In progress

Outline PLAN for each self-assessment element that will be addressed in this time period

Timeframe: choose one of the following

___ Summer 2018-Summer 2019
___ Spring 2018-Summer 2019
___ Fall 2019-Summer 2010
___ Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- eLumen
- SLOs all mapped to PLOs
- PLOs mapped to ILOs

Outcomes: Indicate what success will look like as a result of these efforts.

Anticipated change in scale of adoption during time frame: Full Scale
PRIORITY FOCUS 6: APPLIED LEARNING OUTCOMES  
(Ensure Students are Learning) Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

Current Scale of Adoption: Early Adoption

Outline PLAN for each self-assessment element that will be addressed in this time period

Timeframe: choose one of the following

- Summer 2018-Summer 2019
- Spring 2018-Summer 2019
- Fall 2019-Summer 2020
- Fall 2020-Summer 2022

What existing efforts or initiatives (if any) will be aligned and integrated to make progress on this element?

- Reorganized student employment to align with instruction
- Invested in JobSpeaker software for student access to on- and off-campus employment and internships
- Hired Program Manager to oversee employment efforts
- Strong Workforce integrated plan with BSI/SSSP/Equity

Outcomes: Indicate what success will look like as a result of these efforts.

Anticipated change in scale of adoption during time frame: Full Scale