Infusing Equity within Guided Pathways

Bakersfield College
Justifiable Concerns about Guided Pathways

• If we focus on guided pathways won’t that take away from focusing on equity?
• Does raising the completion of all students address disparities?
• If our students are barely passing now how will putting them in more classes help?
• How will our low-socio-economic students take more units if they need to work?

Why is it important to address these concerns?
Equity vs High Expectations

What is Equity?

What are High Expectations?

Are these competing ideals?

Can you have one without the other?

Does what we believe effect how we teach or provide service?
High Expectations of Guided Pathways

GUIDED PATHWAYS MOMENTUM POINTS

- Enrollment in college-level math and English in first year
- Attempt 15+ units by end of first semester
- Complete 30+ units by end of first year
- Complete of 9 core pathway units in the first year
Considerations in Changing the Culture from Low Expectations to High Expectations

- Students in high school are taking classes 8 hours per day.
- Students who transfer attend school full-time because of the cost.
- A lot more can go wrong within a broader time frame.
- When we raise the standard for students they raise the standard for themselves.
- Most often students do not fail classes due to their ability to comprehend curriculum.

-Disclaimer: Not every student fits this model-
Placement is an equity issue

Many more BC students of color are placed into the remediation levels with the lowest throughput

- Transfer-level (ENGL B1A): 59% overall average, 49% African American & Hispanic students
- One-level below: 59% overall average, 33% African American & Hispanic students
- Two+ levels below: 72% overall average, 18% African American & Hispanic students

*Data provided by the BC Office of Institutional Effectiveness*
Throughput by Race: African American Students

BC English Throughput Rates: African American Students

<table>
<thead>
<tr>
<th>HS GPA</th>
<th>Transfer-Level</th>
<th>One-Level Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 2.6</td>
<td>69%</td>
<td>27%</td>
</tr>
<tr>
<td>1.9 to 2.599</td>
<td>43%</td>
<td>27%</td>
</tr>
<tr>
<td>&lt; 1.9</td>
<td>26%</td>
<td>31%</td>
</tr>
</tbody>
</table>

% = BC Overall Throughput

*Data provided by the BC Office of Institutional Effectiveness*
Regression Adjusted Success Rates

(error bars represent ±1 se)

Regressions updated to create consistency between creating adjustments for all nodes rather than the just the "lowest node". The most notable change was in College Composition where the first version restricted to only students with HSGPA < 1.9 and the current version uses a regression including all English students.

- **College Composition**
  - HS GPA < 1.9:
    - Lowest Node N=7,294
    - Regression N=1,749
    - Throughput from 1 level below N=13,241
  - Adjusted Success: 42.6%
  - Lowest Node Success: 43.0%
  - Throughput: 12.0%

- **Statistics**
  - HS GPA < 2.3:
    - Lowest Node N=1,485
    - Regression N=809
    - Throughput from 1 level below N=11,309
  - Adjusted Success: 29%
  - Lowest Node Success: 40%
  - Throughput: 10%

- **Precalculus**
  - HS GPA < 2.6:
    - Lowest Node N=1,753
    - Regression N=661
    - Throughput from 1 level below N=18,917
  - Adjusted Success: 28%
  - Lowest Node Success: 38%
  - Throughput: 13%

*Data provided by California Community College Chancellor’s Office*
We provide **equitable services** to produce **equal outcomes**

In an equal world
Guided Pathways should look like this..

But is the world equal..?
Are we perpetuating the inequalities?

How are we including equity within our Guided Pathways framework?
Equity redirects resources to the pathways with the greatest need.

This is why we have implemented **Affinity Groups**.
Bakersfield College Affinity Groups

1. Athletes
2. African American Initiatives
3. Students with Disabilities
4. EOP&S
5. Foster Youth
6. Dreamers
7. Veterans
8. Kern Promise

Affinity Group:
Population of students who have specific or equitable needs
Completion Coaching Community
Affinity Groups and Meta-Majors
Affinity Group vs. Meta-Major

Affinity Group Distinctions

• More concrete foundation to build relationships with students
• Targeted outreach, counseling, and service offerings
• Can be utilized to expand current equity programs
• May already have components in place

Meta-Major Distinctions

• Ensures every student is within a completion team
• Allows more robust faculty participation and curriculum alignment
• Better alignment with transfer institution
• More in depth knowledge of career trajectory and industry opportunities
Shifting from Programs in Equity to Equity within the College Structure of Guided Pathways
African American Initiatives

**Student Success: Completion Cohort**
- Intrusive guidance, advising, and counseling
- Orientation and welcome activities

**Support Groups and Activities**
- African American Mentoring Program “Real Talk” (AAMP)
- Umoja Club
- Faculty & Staff Professional Development
- Graduation Celebration

AAMP Males “Real Talk” Fall 2017
African American Initiatives

Community Partnership
- Project BEST
- Faith-based community organizations
- HBCU’s at BC
- School Districts

Student Recruitment
- Targeted outreach and recruitment at selected high schools
- Community-based outreach programs
- AAMP Open House
Narrowing the Focus

- First 12 unit completion rate African-American
- Second semester 12 unit completion rate African-American
- 12 unit completion rate after 30 units African-Americans
Narrowing the Focus

Spring 2018

1. **783** African-American Students Total Enrolled

2. **414** Students Have Completed Less Than 30 units

3. **136** Students started Fall or Summer 2017

4. **89** Students started Spring 2018
Keeping Students on the Path: Completion Coaching

31,000 BC Students

2300 Arts, Humanities & Communication Students

750 Psychology Majors

75 African American Psychology Majors
AAI Outcomes

HIGHER AMOUNT OF SUPPORT – DOUBLING AFRICAN-AMERICAN ENROLLMENT IN PROGRAMS THAT MATTER MOST

![Bar chart showing enrollment trends from 2014-15 to 2016-17 for African American students in two programs: Summer Bridge and EOP&S. The enrollment in EOP&S shows a significant increase in 2016-17.]
AAI Outcomes

Higher Expectations – Tripling Early African American Transfer-Level English Completion

First Time African American Students

- 2014-2015: 4.32%
- 2015-2016: 8.45%
- 2016-2017: 13.55%

Passed ENGB1A
1. You cannot have Equity without High Expectations.

2. High Expectations is only half the battle, students need our support.

3. RELATIONSHIPS are the foundation of our work!
Questions?