State of Arts, Communication, and Humanities Pathway at Bakersfield College

The Arts, Communication, and Humanities (ACH) Pathway continues to flourish and the work of the completion team has helped ensure students reach their momentum points in a timely manner. The ACH pathway has grown from 316 students in Fall 2014 to 554 students in Fall 2018. The age and ethic/race groups reflect the general trends at Bakersfield College. Our students are achieving their momentum point goals at increasing rates and have commendable success rates in English. In fact, few pathways have success numbers in English like our pathway. However, our students are attempting math later in their educational career and passing at a lower rate than we would like. This fact is ultimately lowering our rates relating to passing English and Math in the first year. As such, we have strategic educational events and communication planned to bridge the gaps. Our focus on communication has helped ensure more students take the type and number of courses they need in order to be achieve their goals in a timely and fiscally advantageous manner and it will continue to be a powerful tool in the future.

Five Year Trend, Disaggregated by Demographics

The ACH pathway has grown 75% of first-time students in the last 5 years.

Two ethnicity groups continue to increase in size: Caucasian/White students and Hispanic/Latinx students. This is consistent with the trends at Bakersfield College overall.
The group of students in the 19 years old or less range remains the largest group. Unlike the other groups, it continues to increase substantially. This trend is consistent with the general trends at Bakersfield College overall.

![First-Time Student Headcount for Arts, Humanities, and Communications Pathway, by Age Group](image)

**Momentum Points**

First-Time Arts, Humanities, and Communications Students attempting 15+ units in their first year has increased over time. We didn’t see the same growth in 2018 as we did in 2017.

![First-Time Arts, Humanities, and Communications Students Attempting 15+ Units in Their First Term](image)
First-Time Arts, Humanities, and Communications Students attempting 30+ Units in Their First Year generally increased since 2015.

The numbers for ACH students completing Math and English in their first year is consistently below 10% but this is still a notable increase from Fall 2014 and Fall 2015. The numbers in this area are not where we would like. Upon further analysis, we discovered that while our students have great success in passing English, they struggle with Math. When we dive deeper, we see our students are much more likely to pass the transfer level Math if the students attempt the Psychology (better than 80% success rate) course instead of the Math course (less than 10% success rate).
Actions Taken to Advance the Momentum Points

1) Our Pathway created a robust communication plan which included strategic and timely communication with students in a variety of ways. Professors were encouraged to use flyers, announcements, Canvas, and PowerPoint slides at specific points in the semester to align with the momentum points and college wide advertising campaign. These tools were provided to the team and undergo consistent revising to ensure accurate information sharing.

2) Our individual departments ensured ongoing and accurate communication with the pathways affiliated counsellors and advisors.

3) Communication tools were analyzed and discussed in an effort to strategize future advertising and communication that would help students stay on the path to their dreams while ensuring they are taking courses that contribute to their goals.

4) While our students have great success passing English, they struggle to pass their Math requirement in a timely manner. Upon further analysis we discovered that many of our students wait until their last year or even last semester before attempting Math. Unfortunately, both courses are impacted, and students often don’t get on the first try. Additionally, we discovered that many of our students were previously placed into two and three levels below transfer level, which kept them from attempting transfer level math in their first year. With the changes resulting from AB705, we expect to see some significant changes in the future.

5) Furthermore, our students are much more likely to pass the transfer level Math requirement if they attempt the Psychology course as opposed to the Math course. Given this, the Dean of Psychology was informed of our need and desire to increase offerings. Students in general are more successful in the Psychology course, but our students are significantly more successful. A large number of courses will be offered in the coming year given the psychology department recently hired faculty.

6) Various departments had student centered events to help students better understand requirements, course offerings, and/or encourage them to continue on their path. For instance, the English department held an English Fair. Each course was on display as professors worked tables full of stimulating materials. Additionally, the Communication department held an event where professors explained a variety of courses and students performed examples of various presentations/expectations in the courses.

Looking Ahead at the Next 3 Years

Overall, we would like to see our numbers increase by at least 10% in every momentum point area.

In order to achieve this goal, we will engage a strategic education campaign for our students this semester which will include promoting the English B1AL. This course has extra time devoted to hands on learning and activities administered by the instructor of record. Pass rates in these classes tend to be higher than the B1A course alone.

Additionally, we will engage a strategic education campaign to promote the Psychology course that meets the transfer level math requirement. Ideally, we will be able to secure at least one class for ACH students.

We will also build a relationship with the Math Lab to better understand current math support offerings and potentially expand those offerings for our students.
We plan to organize an ACH pathway annual event that can capture all that our pathways has to offer and help students gain clarity and security in their educational decisions.

Reaffirming our commitment to all students, we plan to examine our involvement in Rural and Inmate Education. While we have a solid presence in both areas, we will continue to assess our commitment to the education of all our students and increase offerings as needed.

Communication tools will be examined and altered to reflect the current needs in our area. From brochures, to posters, to events and emails the ACH pathway has a lot planned for the future.