Spring 2014 began a time of substantial innovation and change at BC. Our college president promotes well-designed innovation and exudes patience with the disruption produced. The important changes to policy and practice were possible because of the deep institutional capacity building through institutional learning and leadership development that occurred in 2013 within the campus and with community partners. These sustainable practices evolved due to the strength of partnerships built, professional development assuring research-based practices, a focus on owning data, a drive to improve student success irrespective of available funding, and systemic changes that disrupted the status quo and built new policies and practices based on student success along the K-16 educational pipeline. The time was ripe for BC to address and radically alter the way education was conducted with a new vision and conduit for educational progression from kindergarten through post-graduate employment.

The educational pipeline, largely theoretical to this point with unconnected effort, began to link across the college, the community and with external partners. BC focused on a cohort of 500 Cal-SOAP students, but because these students represented our most vulnerable, the assumption was that any success would be even more readily experienced by those outside the cohort. The work with this cohort was named Making It Happen (MIH) which will be scaled up in 2015 to 1500 students and in 2016 to all first time full time students. We were excited when we received notification that BC received the Board of Governors (BOG) 2014 Exemplary Program Award for the MIH Program focused on student success.

**Goal 1 - Before BC**

*Career Academies:* In rural communities (Delano, Wasco, McFarland), BC created a dual enrollment Associate of Science in Agriculture degree pathway between Paramount Academy, Wasco High School, and McFarland High School. Students in the Ag Academy take college-level courses through the ninth, tenth, eleventh and twelfth grades, which guarantees the completion of at least the first year of college. This is made possible with a partnership between industry and education.

*Outreach and MIH:* BC’s partners came together to work on the MIH. See the role played by each partner in this effort:

- CalPASS Plus data revealed students were operating below grade level, beginning in the third grade.
- CalSOAP provided BC a cohort of 500 students selected by financial and first generation characteristics and willingly shared their knowledge and experience working with these students in high school.
- Kern High School District (KHSD) invited BC into their meetings and partnered to share knowledge and collaborate to reach students about higher education and Habits of Mind (HoM) before they arrived on the BC campus.
- CalPASS Plus shepherded a multiple measures pilot throughout the state and helped BC to move ahead of the pilot colleges with an implementation beginning one year early.
- KHSD reviewed the data and concluded that redirecting students to four years of Math and implementing Expository Reading and Writing Course (ERWC) for the senior English course was the most beneficial preparation for students to succeed in higher education. This curricular change will have a direct impact on placement levels using multiple measures.

*Multiple Measures, Placement Testing and MIH:* Underprepared students at BC represent a growing percentage of first-time students (84% in 2013-14). National research indicates that placement
testing may result in a 25% (or higher) misplacement of students—predominantly placing students too low. Research at Long Beach City College (LBCC STEPS study) and a follow-up study of 11 colleges, including BC, indicate high school transcripts are more predictive for course success than placement scores.

A pilot implementation project for BC multiple measures, in collaboration with CalPASS Plus, the California Community Colleges Chancellor’s Office (CCCCO), and CSUB’s Cal-SOAP project\(^\text{12}\), created a cohort of over 500 students in the MIH project. A workgroup created abbreviated Student Education Plans (aSEP), which included any necessary Math, English and Reading pre-collegiate courses in the first semester, for each of the students with complete information available, based upon BC Achieving the Dream\(^\text{13}\) data that indicated students who complete Math and English in their first semester and students completing a Student Education Plan (SEP) are more likely to succeed.

The data revealed that testing on the high school campuses with the same tests and procedures produced higher placements, particularly in Math and less so in English. Reading placement remained the same. Students placing into transferable college-level Math increased 9% and 2% in English. The smaller increase in English is still a statistically-significant improvement. The improved placement test results moved 199 students into transfer level Math and 65 into transfer-level English, representing a total of 264 students placed higher due to testing location.

Multiple measures further improved the placement of 68% of students (307/454). Some students were bumped up in more than one discipline (e.g. English and Math). Some students were both bumped and directed into accelerated courses. There were 361 placement bumps among the 454 students and 199 directed to accelerated or compressed courses among the 454 students, for a total of 560 bumps, accelerations or compressions. Overall, 571 tested into or were placed by multiple measures into higher level courses, which should result in faster progress to college-level outcomes. In addition to the students saving time, it will reduce credit accumulation and loss of financial aid.

This project represents a savings in student time of over 824 16-week semesters and efficiency for the college where unnecessary remedial coursework is eliminated (Appendix C, p. 47).

**Goal 2 - Skilling Up**

*Redesigning Basic Skills and Providing Additional Instructional Support:* BC has created numerous new remediation pathways in Academic Development, English and Math to accelerate or compress the curriculum to get students to college level more quickly. In 2014, BC offered multiple sections of the Learning Community compressed/stacked and accelerated basic skills courses. BC also served thousands of students through academic support programs such as Summer Bridge, Tutoring Center, Writing Center, Student Success Lab, Supplemental Instruction, Mesa, STEM, African American Male Mentoring Program (AAMMP), Critical Academic Skills (CAS) workshops, and Library workshops (Appendix C, p. 47).

**Summer Bridge:** Four sections of Summer Bridge were offered, specifically targeting and recruiting at-risk, first-generation incoming freshmen. The MIH cohort was the primary group targeted. This Bridge finished with 100% retention and 89% success (students who successfully completed a comprehensive education plan). Students’ family members joined students, faculty, and staff for a

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\(^{12}\) CalSOAP: The California Student Opportunity and Access Program (CalSOAP) was established by the state legislature in 1978. BC CalSOAP students are part of a special grant project through CSUB where students of low socioeconomic status are coached by counselors-in-training through the college application process.

\(^{13}\) Achieving the Dream data analyze the success rates of students based upon locally defined variables.
Contextualized learning models were incorporated as part of a C6 grant from the Department of Labor (DOL). Basic skills practices have been incorporated in the area of Career Technical Education. This project targeted different models throughout the region to strengthen basic skills in students entering with deficiencies in Math and English. BC has implemented many of these models in our programs and plans to use other sources of funding to sustain the activities implemented through this project.

**Goal 3 - Transfer and Completion**

*Early Alert:* Students often fall behind early in the semester and get frustrated because they don’t know where to attain help; some drop out or earn Fs. Early Alert actively seeks those who need help rather than waiting for those students to ask by engaging the active participation of classroom faculty. In fall 2014, 59 faculty sent 521 alerts on 506 students. This program allows the faculty to steer their students in the right academic direction while holding the students responsible for their success as well.

In order to achieve student success through early intervention, the college’s support services are vital. While faculty is the starting point of the process, support services administer the help that is needed. For example, 114 alerts went to the tutoring center, 131 alerts for test-taking skills, and 171 alerts for study skills. Alerts went out not only to the support services but also to the MIH mentors so that they would know the progress of their mentees. The academic counselors and advisors help students develop their student education plans (SEP) that lead to greater chance of success.

*Rural Initiatives:* In the fall of 2014 a program manager and a counselor were assigned to the Rural Initiative. The counselor helps students connect with local mentors who connect students with opportunities that they can participate in locally after graduation. In addition, the North Kern Adult Education Alliance was established to address adult education program needs in northern Kern County. This alliance links the North Kern high school districts (Delano, Wasco, and McFarland) and BC. The alliance’s goal is an adult education system that provides the academic and career skills needed to prepare local community members for post-secondary education and/or employment.

*Developing Career Pathways (Job Skills Certificates, Certificates of Achievement and Associates Degrees):* To support degree attainment within Career Technical Education programs, curriculum was strategically restructured into sequential, stackable designs. For example, the Electronics Technology program provides four Job Skills Certificate (JSC) options that can be stacked to provide the curricular base for the Electronics Certificate of Achievement (COA). General education courses can be combined with the COA to meet the requirements of the Electronics Technology A.S. degree. Students then are prepared for transfer to a four-year university with an Industrial Technology major.

*Associate Degrees for Transfer (ADT):* BC has 21 ADTs approved by the state. BC faculty provided statewide leadership in the discipline-specific review processes in the fields of Art, Psychology, Music, Geology, and Biology. BC has 107 courses approved through the state CI-D review process. In fall of 2014, faculty and administrators in Philosophy and Chemistry met to discuss high-unit courses and course requirements for the ADT in Chemistry. The dialog led to a 4-unit philosophy course being reduced to 3 units to support the chemistry transfer degree (Appendix C, p. 47).

*Pre-Law Program:* Students interested in BC’s pre-law program submit application documents,
attend a program orientation, and submit an educational plan. An advisory council of legal professionals in the Bakersfield community advises BC on matters related to the pre-law program, as well as supports students through mentoring and internship opportunities.

**Bachelor of Applied Science in Industrial Automation:** The Engineering and Industrial Technology Department consulted with industry partners and examined state and regional economic data to determine if a Baccalaureate of Applied Science (BAS) in Industrial Automation degree would be optimal in providing the education and training to meet industrial needs in the BC service area. With support from the community, the college established an advisory board that guided the faculty in identifying learning outcomes for the BAS program, which were mapped to Institutional Learning Outcomes and used, along with the Automation Competency Model developed through the US Department of Labor Employment and Training Administration and the Automation Federation, to construct course descriptions for upper division technical courses required in the BAS degree. To meet the outlined Program Learning Outcomes (PLOs) for the BAS in Industrial Automation, the department crafted curriculum rich in advanced technical skills and GE breadth to prepare students with deep technical skills as well as critical thinking and communication for employment in various local and regional industries. In addition, a detailed semester-by-semester educational plan was developed for incoming freshmen, sophomores, juniors and seniors, along with a predicted enrollment model for the eight years of the pilot program.

**Goal 4 - Equity**

**Equity Plan**

BC completed an equity plan using data coaches and an equity team. The plan has specific goals and interventions for target groups and an awareness of major issues. The plan is organized around five equity indicators: access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer. For example, in the category of course completion, the five-year trend in course success by ethnicity revealed that African Americans are disproportionately impacted. In response, BC initiated interventions (Appendix C, p. #) with specific targets to close this achievement gap. The 142-page Equity Plan summary details equity goals to close the achievement gap (Appendix C, p. 50).

**Examples of Campus Discussions:** On April 3, 2014 BC hosted a regional Learn@BC! conference titled Equity and Inclusion. Katie Haycock, president of Education Trust, was the keynote speaker. Another example is the series of showing of the film First Generation for BC faculty, staff, students as well our high schools partners. The first generation initiative generated significant discussion and laid the groundwork to better understand the issues faced by our first-generation students. The bar graph shows the results of the survey completed by participants in response to the question: *Did watching the movie change any of your thinking about things you could do to help first generation students?*
Social Justice: BC continued the discussion from our fall “Poverty 101” session through multiple showings of the film First Generation. Some of the stories featured our own college students. We also coordinated efforts with CSUB in their showings of Camps to Campus, a movie detailing the lives of migrant farm families as they transition from the migrant camp to college.

Goal 5 - Engaged and Distributed Leadership
BClearns! The work started in 2013 continued in a grander manner in 2014. There were more internal BCLearns! events. Some examples of traditional workshops included adjunct faculty orientation and cross training for staff to learn the new updates in computer programs. We also offered workshops in technology, social justice, and Habits of Mind (Appendix C, p. ##). This year, based on faculty feedback, the Technology, Innovation, and Professional Development (TIPD) program began a technology one-to-one program, where faculty can benefit from personalized training and help on any technology or teaching topic they choose.

Learn@BC!: In our second year, we offered six separate full-day conferences (Appendix C, p. ##). These additional offerings provide a new dimension of community partnerships, as evidenced by the Agriculture Summit workshop. The Title IX and Excellence in Trusteeship conferences featured familiar Kern County workshop leaders, allowing opportunity for student and employee interaction.

Certification for Mentor and Data Coaches: In 2014 BC formalized the requisite skills needed to be a data coach and a mentor. These skills were identified and codified and seminars were developed for faculty and staff. When a series of these seminars were completed, the data coach or mentor got certified. This qualified them to take on institutional projects for which they were given a small honorarium.

In the fall of 2014, we became members of the California Community College Council for Staff and Organizational Development (4C/SD), which provides information on current laws and potential legislation, workshops, examples of professional development, and resources for improving the work of flex and professional development committees. Our 4C/SD alliance provides our committee with the contacts and resources needed to better assist with professional development and flex activities on campus.
Community Partners: BC continued the work begun in 2013 to reach out to leaders in business, industry, government, and community, in small-group conversations. “Lunch and Learn”-style gatherings brought education and community together for an active discussion on education and the community. Discussions explored ways BC and these community leaders can work together to help improve the area’s higher educational attainment rate.

All of these activities are directly linked to our goals, which are all steps toward increasing higher education attainment. In 2014, granular issues, all fundamental in achieving transfer and degree goals, were linked within the pipeline. More students should arrive better prepared through high school and be placed correctly, reducing unnecessary remediation courses (Goal 1). Remedial coursework was redesigned to reduce time to college level work (Goal 2). Courses were approved for C-ID making transfer of coursework easier, and ADTs were constructed to guarantee bachelor degree completion (Goal 3). An equity plan was written (Goal 4). Finally, BC developed its own bachelor degree proposal specific to the needs of our community and unavailable anywhere else in the state (Goal 5).