Title V: Making It Happen - Ready, Set, Go

Project Director: Dr. Kimberly Bligh

Overall Project Goal: To develop an accessible and equitable degree pathway for service areas students that supports success and timely progression from first touch through to completion.

- Academic Program Goal: To develop an exemplary, holistic pathway for our underprepared students – through improving vertical and horizontal connections and processes - with a clear mission to significantly improve learning and success from entry to degree completion.
- Institutional Management Goal: To significantly increase underprepared student learning and success rates while closing the equity gap at identified momentum points through development of an engaging, integrated, and supported degree pathway that utilizes technology as a means to improve delivery of instruction and services.
- Fiscal Stability Goal: To significantly increase BC’s degree productivity and secure performance-based funding by addressing the needs of our underprepared students.

Current Programs

Entering the Path: Bridge to BC

Bridge to BC is an intensive daylong orientation program required of all incoming freshmen. During this interactive day, students will engage with faculty one-on-one and in-group settings, tour the BC campus with experienced and knowledgeable student mentors, and participate in hands-on activities that orient them to the freshmen experience. In this way, students learn about the academic and student services resources that Bakersfield College offers and experiences them first hand.

Students hear from faculty and support services staff how to best access and utilize campus resources during engaging sessions and demystify questions that ALL new students have BEFORE their first semester begins. On a more practical level, the day will focus on introducing skills necessary for college success, including effective communication, time-management, library research and other critical skills! This isn’t the “same old information” students learned in high school...the topics covered at Bridge to BC are designed, and proven, to ensure students are successful during their FIRST semester in college.
Bridge to BC is a whole-college, integrated coaching culture that serves to:

- Connect students to students through peer mentorship and employment
- Connect faculty to faculty through co-teaching
- Connect students to pathway faculty and staff through mentorship and intrusive advising
- Connect and integrate funding sources into a guided pathways framework
- Ensure students are on the path according to BC’s guided pathways momentum points for FTIC students:
  - Enrollment in 15 units in the fall term
  - Enrollment in math and/or English in the first term
  - Enrollment in 9 core pathway units in the first year

**Curriculum and Activities**

**College-knowledge**
Approximately 80% of BC’s population comes from first-generation and/or underrepresented student populations lacking information, support and resources necessary to successfully navigate college. **Bridge to BC** curriculum focuses on growth mindset, organizational skills and time management, academic and student support services, campus tour, decoding schedules, navigating Inside BC, Canvas, and My Degree Path.

**Educational planning and resolving registration issues**
Counselors and advisors assigned to staff the **Bridge to BC** provide intrusive, on-the-spot advising, educational planning, and registration correction/support. Each student individually meets with an advisor to address registration issues during the Bridge.

**Program of Study Issues**
Approximately 30% of students enter with incorrect major declared in the system.
**Bridge to BC** introduces career pathway exploration, pathways discussions, and on-the-spot corrections to intended majors for students.

**Faculty Onboarding and Engagement.**
New faculty and most seasoned faculty have low knowledge of student support services and the student perspective of college. **Bridge to BC** provides staff and faculty with hands-on cross-training, professional development, co-teaching, and faculty mentorship.

**Campus Involvement**
**Bridge to BC** requires coordination across community and campus-based partnerships. No single office is responsible for its success; instead, multiple departments across instructional, student services, and business affairs coordinate to get students on their path to success.
**Bridge to BC Partnerships:**

- Counseling Department integrates the work into normal hours as a strategy to improve educational planning services, which reduces need for education planning appointments later in the semester during peak times such as priority registration. (Educational planning and fall registration)
- Use of general, categorical and grant funds to pay faculty (SSSP, Equity, and Title V, primarily)
- Use of available grant and federal work study funds to hire Bridge to BC Peer Mentors
- Outreach & School Relations (Recruitment and Enrollment)
- Food Services and Events & Scheduling (Catering and Logistics)
- Information Technology & Media Services
- Financial Aid (One on One Support)
- Professional Development Committee (New Faculty Orientation)

Summer 2017 was the largest Bridge to BC ever with 780 participants who earned ½ unit credit, and more than 250 more attending as a workshop, 8 peer mentors, 95 faculty and staff mentors, and approximately 25 counselors and advisors.

**Data from the Office of Institutional Effectiveness:**

- 96% of participants enrolled in credit coursework at BC in fall 2017 (n=747).
- The average unit load of bridge participants in fall 2017 was 12.5 units.
- 19% of former bridge students attempted 15+ units in fall 2017, much higher than our historical average of 11%.

- Participants: 271 first-time Bridge students from summer 2016- 1,553 students who enrolled for the first time in summer 2015 but were not enrolled in bridge; 1,324 students who enrolled for the first time in summer 2016 but were not enrolled in bridge; 3,826 students who enrolled for the first-time in fall 2015; and, 3,610 students who enrolled for the first-time in fall 2016.

- Bridge students are far more likely to persist into the fall and spring than are first-time students who only took summer courses. They are also more likely to persist into the spring than are students who start directly in the fall for the first time, even after controlling for background characteristics and academic performance. Outcomes of 2015 and 2016 bridge participants were compared to similar students who also enrolled in their first post-secondary class in the summer. Using a multivariate regression to control for differences in background characteristics including parental education, income level, GPA, foster youth status, disability status, and single parent status persistence into the spring was significantly higher for bridge participants (2015 cohorts, B=1.802, p<.001; 2016 cohorts, B=2.408, p<.001).
Bridge students were also significantly more likely to persist into the spring semester than students who enrolled for the first time in the fall term (2015 cohorts, $B=.465$, $p=.003$; 2016 cohorts, $B=.956$, $p<.001$).

Bridge students were also significantly more likely to successfully complete transfer-level math and English in their first year: Math 2015 ($B=1.415$, $p<.001$); English 2015 ($B=1.075$, $p<.001$); Math 2016 ($B=1.642$, $p<.001$); and, English 2016 ($B=1.918$, $p<.001$).

The effect of Bridge participation appeared to become more pronounced over time as the program became more sophisticated and more widely implemented. For example, the odds of the 2015 bridge students completing transfer-level English in their first year were 2.9 times greater than the comparison group students’ odds; the 2016 bridge students’ odds of completing transfer-level English were 6.8 times greater than the comparison group, even after controlling for differences in background characteristics and GPA.

Bridge students also achieved significantly higher success rates than similar first-time students—about 14 points higher on average—even after controlling for background characteristics ($Beta=.136$, $p<.001$).
Faculty Mentors Summer 2017:

Faculty Mentor Post Survey after Bridge to BC:

- 32% stated they would make changes to their instructional practices.
- 65% stated they would interact differently with students.
- 25% stated they would make changes to their syllabus.
- 65% stated they would make changes to their 1st day activities.
- 62% stated they moderately or greatly increased their knowledge and understanding of academic support services.
- 56% stated they moderately or greatly increased their knowledge and understanding of student support services.
- 68% stated they moderately or greatly increased their knowledge and understanding of the campus.
Student Post Survey after Bridge to BC:

Compared to how I felt before I attended the Summer Bridge Orientation, now

Answered: 99  Skipped: 1

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<th>Preparedness</th>
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<th>I FEEL SOMewhat LESS PREPARED</th>
<th>I FEEL EquALLY PREPARED</th>
<th>I FEEL SOMewhat MORE PREPARED</th>
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<td>1.01%</td>
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Compared to how I felt before I attended the Summer Bridge Orientation, now

Answered: 100  Skipped: 0

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<th>Anxiety</th>
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<th>I FEEL SOMewhat MORE ANXIOUS</th>
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Staying on the Path: Extend the Classroom (ETC)

**Vision:** To compel students to actively seek support services in order to be successful in their academic, personal, and career goals.

**Mission:** To identify those students who will most benefit from ETC support services, personally, academically, and professionally; to motivate those students to attend the ETC support services in order to improve their retention, success, and progression rates thereby fostering personal, academic, and career success.

THE ETC MODEL

Key Components:

1. Shared Classroom Curriculum
   a. Warm-ups
   b. Textbook
   c. Required homework & notes
   d. Weekly quizzes
   e. Weekly review worksheet

2. 80% Mastery
   a. Weekly quizzes score 8 or greater student earns study points
   b. Weekly quizzes score of less than 8 student must attend ETC and complete assignment to earn study points

3. ETC Curriculum to earn study points
   a. Students sign in
   b. Students complete chapter assignment
      i. Quiz reflection – metacognitive task, non-cognitive reflection
      ii. Review worksheet
      iii. Retake quiz
      iv. Rework any missed problems
   c. Students give signed reflection with completed assignment to teacher

4. Counseling Support
   a. Early alert
   b. Follow up communication
Implementation Plan:

Phase I
- Fall 16
- ETC Coordinators
- Full Time Faculty
- 12 Sections

Pilot
- Summer 16
- ETC Coordinator
- 3 Sections

Phase II
- Spring 17 & Summer 17
- 24 Sections
- Adjunct & Full Time

Full Implementation
- Fall 17
- Educational Advisor
- 29 Sections

Number of Students by Semester

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<th>Attended ETC</th>
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