**Bakersfield College**

**Program Review – Annual Update 2015**

**Student Success Program**

**I. Program Information:**

Program Name: Student Success: SSSP/MIH/BSI/Title 5

Program Type: [x]  Instructional [x]  Student Affairs [x]  Administrative Service

***Bakersfield College Mission****:* Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

**Describe how the program supports the Bakersfield College Mission:** Student Success is 17 months old and is not really a program, but rather a group of grants working towards similar goals. All grants support the mission of Bakersfield College by narrowing opportunity gaps for students of diverse educational backgrounds, particularly though the Making It Happen Program (and associated SSSP budget), which includes active outreach to underserved student populations. Student Success also works with several other departments on campus to accelerate and compress courses while applying multiple measures of assessment to incoming students’ placement to reduce time to completion or transfer.

**Student Success Program (MIH, SSSP, BSI, Title 5)**

The mission of Student Success is to support students from diverse economic, cultural, and educational backgrounds in their transition to and engagement at Bakersfield College. MIH mentors and classroom interventionists individually support students in accurate course placement, successful classroom experiences, development of student education plans, utilization of early alerts, and completion of certificate, degree or transfer.

SSSP enhances student access and success at Bakersfield College with a particular focus on transition. Student Success works to ensure that all students enroll in a full-time course schedule reflective of their abilities, and offers academic support as students work to complete their college courses, persist to the next academic term, and achieve their educational objectives. The program is designed to make a difference in the number of students who succeed by connecting earlier in the educational pipeline and providing timely information and guidance at BC. Student engagement and support is accomplished through classroom interventions, SARS, Habits of the Mind and mentorship, and other student support services.

The Student Success Program is assigned the following Strategic Directions Initiatives: Direction #1- 1, 6, 15, 16, and Direction #2 – 1, 3, 10, 11, 14, 18, 19, 20, 21, 23.

**II. Progress on Program Goals:**

1. List the program’s current goals. For each goal (minimum of 2 goals), discuss progress and changes. If the program is addressing more than two (2) goals, please duplicate this section.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Goal** | **Which institutional goals from the Bakersfield College Strategic Plan will be advanced upon completion of this goal? (select all that apply)** | **Progress on goal achievement****(choose one)** | **Comments** |
| 1. Implement and improve placement and testing. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 9/2015\_\_\_\_ (Date) | Moved from COMPASS to ACCUplacer; Moved from use of GPA and course grade to more accurate use of test and junior year GPA |
| 2. Decrease student time to completion of remedial sequence. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 9/2015\_\_\_\_ (Date) | Efforts resulted in hundreds (>500) potential skipped semesters the first semester and over 1,150 the second year |
| 3. Scale up student support services (tutoring, writing center, supplemental instruction, student success lab). | [x]  1: Student Learning [x]  2: Student Progression and Completion [x]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 9/2015\_\_\_\_ (Date) | Supplemental Instruction scaled up > 700% in a single year and moved to larger, more central space; Writing Center expanded to Delano; tutoring services available in Delano |
| 4. Help design pathways through the educational pathway to completion and employment. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 9/2015\_\_\_\_ (Date) | Working with CSUB and KHSD to align pathways via College Futures grant; Pursuing AACC opportunity to discuss better structure in pathways; applied for JP Morgan Chase Foundation grant |
| 5. Decrease student time to completion of remedial sequence. | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | [ ]  Completed: \_\_\_\_\_\_\_\_\_\_ (Date) [ ]  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)**[x]** Ongoing: 9/2015\_\_\_\_ (Date) | Bumping resulted in decreased time and when combined with accelerated or compressed coursework has resulted in many reduced sequences. |
|  |  |  |  |

1. List new or revised goals (if applicable)

|  |  |  |
| --- | --- | --- |
| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
| 1. Improve success in the math pathway and completion**.**
 | [x]  1: Student Learning [x]  2: Student Progression and Completion [ ]  3: Facilities [ ]  4: Oversight and Accountability [ ]  5: Leadership and Engagement  | Developing and tracking accelerated math (Math B65 Algebra & Intermediate Algebra) and accelerated ACDV B72 (Arithmetic and Pre-algebra). Anticipate these accelerations will result in faster pathway to gateway courses and improved persistence, particularly among underserved student populations noted in Student Equity Plan. |

**III. Trend Data Analysis:**

Highlight ***any significant changes*** in the following metrics and discuss what such changes mean to your program.

1. **Changes in student demographics (gender, age and ethnicity).**

Students in MIH cohort are primarily Hispanic or Latino, First Generation and low income, but this program is scaling up to reach all incoming students at BC. There have been no reports of significant demographic changes in the cohort. However, some returning students did enroll in Summer Bridge and were assigned a mentor in line with MIH. These students will not be included in MIH cohort data for tracking purposes.

1. **Changes in enrollment (headcount, sections, course enrollment and productivity).**

Initially, MIH started with 600 students and is now over 2,700, though we have no accurate report to confirm a final number. Student Success scaled up Summer Bridge from 4 sections in summer 2014 to over 20 in summer 2015. Student Success has a small staff of four managing several multi-million dollar budgets. Currently, Student Success is led by an Interim Dean, a Program Manager, and Educational Advisor and an Executive Secretary. To maintain anticipated growth and meet college expectations for service delivery, it is imperative that we increase staff size to maximize productivity and ensure grant expenditure and meet reporting requirements.

1. **Success and retention for face-to-face, as well as online/distance courses.**

Preliminary indicators suggest retention has increased as a result of the MIH interventions. In 5 year trends found in the Renegade Scorecard, it is clear students are completing at high rates and maintain progress through classes. It is also important to note that MIH students are persisting by repeating any courses they dropped. BC has also found that student who enroll in some online courses are more successful than those who do not. In the Summer Bridge course, students take an online course readiness quiz and reflect on their readiness to enroll in distance courses.

1. **Changes in the achievement gap and disproportionate impact (Equity).**

See the charts above and below for visual representations of the current disproportionate impact in course completion. Hispanic/Latino students are performing at or above the rate of the general student population in remedial and gateway English courses, effectively closing the achievement gap. While the gap between African American/Black students is closing, it is still quite prominent. In math courses, the gap still exists for both populations of disproportionately impacted students.

1. **Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.**
* The data clearly indicate that over-reliance on tests is not predictive. High school GPA is the most predictive, and when combining GPA with a test score results in a slightly lower predictive result. However, GPA is less predictive for non-traditional/returning college students.
* Our current Multiple Measures are too complicated and need to be changed strategically in combination with the timing of new student applications for fall 2016 (i.e. by October or November)
* We need to rely more heavily on high school junior year grades. Doing so not only makes data gathering easier, it allows earlier interventions and provides a more streamlined timeline for both high school and BC administrators to ensure all other matriculation steps are complete.
* It is essential that the BC community understands the broad application of Multiple Measures when developing curriculum. Faculty should consider the results of reading and general education in curriculum creation.

**IV. Program Assessment (focus on most recent year):**

1. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
* Changes in communication among all departments; implementation of Student Success Stewardship Team meetings
* Changes in specific strategies with placement; consideration of high school junior GPA instead of senior year
* Increased Summer Bridge course offerings (from 4 to 20)
* Introduced students to MIH Mentors during Summer Bridge to ensure face-to-face communication
* Hired a Program Manager to oversee Summer Bridge, MIH Mentor program
1. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
* All resource requests are based on college-wide expectation that Student Success scale up services
* Grant funding has greatly increased, requiring increased staff time to manage grant allocation, expenditures, and reporting
* BC was recently awarded $2.6 million over 5 years via Title 5, to be managed from Student Success area
* Student Success anticipates a $1 million increase in funding (with potential match requirements) to SSSP budget
* Student Success led grant proposals for College Futures ($500,000 over 2 years) and JP Morgan Chase Foundation ($150,000) to support dual enrollment and guided pathways work
* Student Success led proposal for American Association of Community Colleges Guided Pathways Project, which will require significant staff time to attend Pathways Institutes throughout 2016-2018 to implement structured academic and career pathways
1. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
* Metrics for student outcomes are defined because this program addresses student service and student cohort outcomes. Student Success will consider this more extensively in the coming year as the mission, vision and staff becomes more robust.
1. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
* Program learning outcomes include every specific Renegade Scorecard and campus outcome designed for student success, primarily basic skills/remedial sequence completion and degree, certificate, and transfer outcomes.
* This program helps facilitate ILO assessment when needed. Last year, we examined Critical Thinking and found that the Basic Skills courses had a higher critical thinking value than some General Education courses without prerequisites. This finding resulted in scaling up of Supplemental Instruction to General Education courses by collaborating with BSI and Equity to ensure adequate funding.

***Institutional Learning Outcomes***:

*Think: Think critically and evaluate sources and information for validity and usefulness.*

*Communicate: Communicate effectively in both written and oral forms.*

*Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.*

*Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.*

1. Describe *any significant changes* in your program’s strengths since last year.
* Hired a Program Manager, Educational Advisor, and Executive Secretary
* Hired a Program Manager for SI and Tutoring (allowed scale-up of SI from 14 sections to over 100)
* Received contract help for research from WestEd and Peter Bahr.
* Scaled up from 600 to over 2,700 students via MIH
* Scaled up Summer Bridge offerings significantly (from 4 to 20)
* Engaged math faculty in the development of Math 65 for a statistics pathway
* Improved collaboration with KHSD and CSUB through College Futures grant proposal to engage further in dual enrollment offerings, with particular focus on transferable dual enrollment courses and development of remedial pathway courses during senior year of high school
* Provided on-site registration support at high schools to increase access and improve accuracy and consistency in student course enrollment
* Trained on-site proctors at the high schools to increase access and improve test scores among entering students
1. Describe *any significant changes* in your program’s weaknesses since last year.
* Student Success staff are simply too busy to give adequate attention to the many initiatives under the departmental umbrella.
* Student Success staff have been asked to meet competing deadlines for millions of dollars in grant/award funding, while also asked to provide extensive support to Equity and Inclusion staff in their program development, Student Equity Plan writing, and even supervision of staff overseeing equity initiatives.
* The Interim Dean is now responsible for oversight of the Academic Development department in addition to the SSSP, BSI and Title V grants.
* Student Success staff are responsible for the collection and reporting of data in Renegade Scorecard, college-wide grant/award proposals; there is still no local institutional researcher to support in this work
* With just 4 total staff members, including two administrators who are required to serve on myriad campus-wide committees with national responsibilities as well, the most prominent challenge is that there aren’t enough human resources to adequately oversee all of the grants and opportunities assigned us.
1. If applicable, describe any unplanned events that affected your program.
* Corrected and resubmitted last year’s SSSP with errors and last year’s BSI with errors, as well as turn in this year’s for both SSSP and BSI.

**V. Assess Your Program’s Resource Needs:** To request resources (staff, faculty, technology, equipment, budget, and facilities), please fill out the appropriate form. <https://committees.kccd.edu/bc/committee/programreview>

* Unable to hire staff until ¾ of the way through the academic year; Educational Advisor began in January, Executive Secretary in March, and Program Manager in April
1. Human Resources and Professional Development:
* If you are requesting any additional positions, explain briefly how the additional positions will contribute to increased student success. Include upcoming retirements or open positions that need to be filled.

This office needs to have the following positions as part of the program:

* Dean of Student Success
	+ This position is currently interim; needs to be permanent. Oversees all Student Success initiatives, including student academic support services on campus. Provides direct supervision and oversight of the Academic Development department, including pre-collegiate pathways in the high schools. Reports directly to the President of the college.
* Program Director of Student Success
	+ This position request is new. The Program Director will have supervision responsibilities, easing the burden on the Dean of Student Success who also oversees a very large Academic Development Department. Additionally, the Program Director will have responsibilities for reporting the varied initiatives under the Student Success umbrella (Making it Happen, Promising Professionals, BSI, Title V)
* 2 Program Managers (MIH/SSSP (1) and Promising Professionals Program (1))
	+ The Making it Happen Program Manager is currently filled; provides oversight of the Making it Happen program, including the mentoring program, Summer Bridge, Classroom Interventionists, and high school matriculation visit work
	+ The Promising Professionals Program Manager is a new request. This person will institutionalize student employee training, engagement, leadership development, and recognition for students involved in para-professional work to support student success. Among these students, Peer Mentors, Student Ambassadors, Tutors, Supplemental Instruction Leaders, and outreach student staff will be a part of a cohort.
* 2 DA III’s (ACDV/Student Success (1), Title V (1))
	+ Both position requests are new.
	+ The ACDV DA III will be split 50/50 between Academic Development and Student Success. This person will support the Dean and Department Chair in oversight of all Academic Development Department needs while providing budgetary support (i.e. POs, travel requests and reimbursements, etc.) for Student Success grants
* Counselor
	+ The MIH Counselor Search Committee is currently meeting to select a candidate pool. This counselor will support MIH students in education plan development, curricular pathway progression, and teach Renegade 101 courses. The counselor will also support all academic components of Summer Bridge and serve as the liaison to the Counseling Department for high school matriculation visits.
* Educational Advisor
	+ This position is currently filled. The Educational Advisor supports MIH students in education plan development, curricular pathways progression, and supports programmatic needs of Student Success department. The Educational Advisor coordinates with Outreach to ensure high school visits are successful.
* Executive Secretary
	+ This position is currently filled. The Executive Secretary provides direct support to the Dean.
* Professional Development:
1. Describe briefly the effectiveness of the professional development your program has been engaged in (either providing or attending) during the last year, focusing on how it contributed to student success.
* Student Success led several professional development workshops over the winter and flex weeks at the beginning of each semester. Individual workshops were open to all interested but primarily targeted toward MIH Classroom Interventionists and MIH Mentors throughout the year on key topics like financial aid.
* Student Success also ran the week-long Professional Development Summer Institute which served over 100 faculty and staff the week after school finished.
* Student Success office coordinated the Bridge co-teaching professional development opportunity and has supported many faculty in discipline specific professional development.
* Student Success provided 6 data coaching sessions throughout the year.
* Among others, Student Success staff attended and/or presented at the following:
	+ California Community Colleges Equity Summit (Los Angeles, May 2015)
	+ Long Beach City College Conference on Multiple Measures (Long Beach, May 2015)
	+ National Conference on Multiple Measures (Philadelphia, June 2015)
	+ RP Group: Strengthening Student Success (Oakland, October 2015)
	+ Chancellor’s Office SSSP Directors Training (Sacramento, October 2015)
	+ BC Equity Summit (April 2015)
1. What professional development opportunities and contributions can your program make to the college in the future?
* Please see the professional development page submitted. Student Success will continue to serve all the areas listed.
1. Facilities:
2. How have facilities’ maintenance, repair or updating affected your program in the past year as it relates to student success?
	* We do not have adequate room in our office for staff. Administrators, Educational Advisors, and support staff share an open space with student employees, all incoming traffic to the space, and little to no room for storage of files, supplies, etc.
	* While our programs have extensive funding, no construction is permitted.
3. How will your Facilities Request for next year contribute to student success?
	* Currently we share a space with the Director of A&R, as well as the entire office of Equity and Inclusion which is expanding throughout the office with 20+ student workers, a Counselor, an Educational Advisor, a Director and a Program Manager. Additionally, two offices have been held for Human Resources which increases traffic in and out of the office as search committees, prospective candidates and other committees meet.

C. Technology and Equipment:

1. Understanding that some programs teach in multiple classrooms, how has new, repurposed or existing technology or equipment affected your program in the past year as it relates to student success?
* Currently none requested over and above Title 5 requests
1. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success?
* Purchased several projectors and other tech equipment for discipline-specific courses.
* All SSSP staff members have laptops which streamlines communication in meetings and enables the administrators to more easily work while away at conferences or from home.
1. Discuss the effectiveness of technology used in your area to meet college strategic goals.

**D. Budget: Explain how your budget justifications will contribute to increased student success for your program.**

Our budgets are restricted budgets with many restrictions and requirements. Our budgets are changing this week, but the overall amounts include:

* **SSSP** -- $2 million (possibly going to 3 this week) with required match of 4 million.
* **BSI**  - 2014-15: $289, 938 & 2015-16: $299,187
* **Title 5 –** $524,299 for 5 years (appx. $2.6 million)

Budget details are available in the plans posted on the BC website. All budgets are vetted and signed college-wide.

**VI. Conclusions and Findings:**

Present any conclusions and findings about the program. This is an opportunity to provide a brief abstract/synopsis of your program’s current circumstances and needs.

The staff in Student Success are far too busy and spread far too thin with competing priorities to thoughtfully and wisely oversee its grant allocations. The incredibly large amounts of money staff is responsible for can only be spent wisely with adequate integration and accountability. The staff has done a lot of good work with regard to student placement and progression, curriculum changes, support of classroom and curricular efforts, professional development, and scaling up of student support services.

#### Student Success has shown a great deal of success in student support services through hiring full-time employees to replace temporary employees. Student Success initiated this change with BSI funding. Additionally, Student Success has hired a Program Manager to oversee Supplemental Instruction (SI) & Critical Academic Skills (CAS) in a single, centralized, and accessible physical location. A full-time Director now oversees the Writing Center, and both services are expanding to the Delano Center.

#### With regard to curriculum, faculty from Academic Development, English, ESL, and Math have attended a variety of professional development opportunities in order to re-assess and recreate remedial pathways. Student Success used Basic Skills funds to complete several research projects and to support professional development. As a result, BC has implemented accelerated and compressed curriculum, which has shown great success and, in many cases, will replace the longer pathways BC traditionally had for remediation in these disciplines.

#### Implementation of Multiple Measures has provided great opportunity to better assess and place students. Integration with SSSP and Equity funding has created a process (through a program called Making it Happen), which started with about 500 students and scaled up to over 2,700. In 2015-16, Student Success intends to reach all first-time freshman applicants. Local high schools are providing their high school GPA, EAP, and AP score data. BC is collaborating with our local CSU and high schools to address student remediation prior to college which should produce better preparation before college, more efficient and effective remediation, and shorter time to completion.

#### Supplemental Instruction has seen a 5 fold growth since its inception.

**Upscaling of SI Program at Bakersfield College**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **# of SI Leaders** | **# of Course Sections Supported by SI** | **Number of Students** | **% Student Participation in course****(attending at least 1 session)** |
| Spring 2014 | 12 | 20 | 117 | 18% |
| Summer 2014 (6 weeks) | 5 | 9 |  | 61% |
| Fall 2014 | 17 | 29 | 291 | 49% |
| Spring 2015 (current) | 26 | 43 | 499 | 39% |
| Summer 2015 (6 weeks) | 9 | 15 | ACCUSQL database erased | ACCUSQL database erased |
| Fall 2015 projected | 62 | 80 | TBD | TBD |

#### The Tutoring Center is internationally certified (SS-203) through CRLA and offers free online tutoring. Between 800 and 1,200 students attend tutoring sessions led by approximately 80 faculty-recommended tutors each semester. Approximately 80% of the tutoring hours are for remedial courses.

#### Both Learning Communities (compressed coursework) and Supplemental Instruction are expensive, but effective in increasing and institutionalizing student academic support services.  Effective placement is key; if students who would most benefit with "just in time" delivery of pre-requisite materials are accurately identified, they can be placed in appropriate sections. If we can't afford to nurture all the students, perhaps we can learn to better identify the ones that need nurturing the most.

#### Summer Bridge for first-time students scaled up from 140 students to over 500.

#### The Writing Center has increased the number of students served through scheduled and drop-in appointments serving over 1,000 students each semester with over 1,500 appointments.

#### The Tutoring Center has expanded by 35% started providing presentations (professional development) to faculty during FLEX week and summer institutes to increase faculty participation and knowledge about available services.

#### Assessment has moved from an “on-campus testing format” only to a matriculation process done on the high school campuses and in one-day matriculation events at the college. This assessment process incorporates multiple measures to more accurately place students. Beginning with 500 students in spring 2014, the process was scaled up spring 2015 to over 2,000 students and is slated for all first-time students in 2016. By changing to a web-based placement test platform and training counselors to implement additional measures where student GPA is considered, we have successfully increased student completion of remediation by reducing the pathway and placing them more accurately. This is all integrated with the SSSP work and completion of matriculation pathway to contribute to success in basic skills.

**VII. Forms Checklist (place a checkmark beside the forms listed below that are submitted as part of the Annual Update):**

[x]  [Best Practices Form](http://committees.kccd.edu/bc/committee/programreview) **(Required)**

[ ]  Curricular Review Form **(Instructional Programs Required)**

[ ]  [Certificate Form](http://committees.kccd.edu/bc/committee/programreview) **(CTE Programs** **Required)**

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[x]  [Faculty Request Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Classified Request Form](http://committees.kccd.edu/bc/committee/programreview) [ ]  [Budget Form](http://committees.kccd.edu/bc/committee/programreview)

[x]  Professional Development Form [ ]  [ISIT Form](http://committees.kccd.edu/bc/committee/programreview) [x]  [Facilities Form](http://committees.kccd.edu/bc/committee/programreview) (Includes Equipment)

[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_