**Bakersfield College**

**Program Review – Annual Update**

**I. Program Information:**

Program Name: Student Success & Equity

Program Type:  Instructional  Student Affairs  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 & Equity is not really a program, but rather a group of categorical grants working toward similar goals. All grants support the mission of Bakersfield College by narrowing opportunity and achievement gaps for students of diverse educational backgrounds. The Student Success & Support Program (SSSP) includes active outreach and delivery of matriculation services to underserved student populations while the Student Equity Program focuses on five key indicators to improve outcomes for disproportionately impacted students. Student Success & Equity collaborates with several other departments on campus to review student assessment and transcript data and apply multiple measures of assessment to incoming students’ placement to reduce time to completion or transfer.

**Program Mission Statement:** The mission of Student Success & Equity is to support students from diverse economic, cultural, and educational backgrounds in their transition to and engagement at Bakersfield College. Student Success & Equity develops in faculty and staff campus-wide the capacity to individually support students in accurate course placement, successful classroom experiences, development of student education plans, responses to of early alerts, utilization of intrusive academic support services, and completion of certificate, degree or transfer.

Student Success & Equity 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.

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.

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| **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. Apply multiple measures of assessment to all incoming students | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Moving from Accuplacer to statewide common assessment. Fully automated multiple measures for English placement; semi-automated multiple measures for math placement. Applied multiple measures to 2,800 incoming students in spring 2016. |
| 1. Decrease student time to completion of remedial sequence | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | ASTEP Learning Community success rates 4 times the rate of success for Black students not in ASTEP (remedial English). |
| 1. Scale up intrusive referrals to academic support services | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Financially contribute to staffing of Extended Classroom, SI, and some tutoring positions. Hired 2 full time math tutors. Hired PM – Peer Education to scale and track academic support services. |
| 1. Help design educational pathways from access to completion and employment | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Secured one of 30 spots nationwide in AACC Pathways Project. Led teams at 2 institutes in past year. Authored $106K grant to College Futures for CA Pathways Project planning. Launched advisory board for CA Pathways Project in June 2016. |
| 1. Develop Completion Community model and train faculty/staff as coaches | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Draft Completion Coach training document in progress. Secured spot in Starfish software pilot launch for California; collaborated with Director of Enrollment Services to develop and launch cohort tracking spreadsheets to use in interim before Starfish implementation. Launching Completion Community model with Renegade Promise cohort and African American student cohort. |
| 1. Improve access and success for Veteran students | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Hired full-time educational advisor committed to Veteran students. Assigned and paid for faculty release time to professional expert in Veteran’s issues. |
| 1. Improve access and success of foster youth students | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Collaborated with Independent City to host county-wide event on BC campus. Held multiple Foster Youth Bridges. Foster Youth Task force met regularly. |
| 1. Implement a pilot Renegade Promise with intent to scale for 1,000 students in 2017 | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement | Completed: \_\_\_\_\_\_\_\_\_\_ (Date)  Revised: \_\_\_\_\_\_\_\_\_\_ (Date)  Ongoing: \_\_\_\_\_\_\_\_\_\_ (Date) | Developed a multi-phase Renegade Promise proposal and invited inaugural Renegade Promise cohort in spring 2016. 69 students are currently registered for the program with intrusive case management from SSSP counselor. Collaborated with Kern Community Foundation and KHSD in discussions about launch of a Kern Promise. |

1. List new or revised goals (if applicable)

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| **New/Replacement Program Goal** | **Which institutional goals will be advanced upon completion of this goal? (select all that apply)** | **Anticipated Results** |
|  | 1: Student Learning  2: Student Progression and Completion  3: Facilities  4: Oversight and Accountability  5: Leadership and Engagement |  |

**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).**

N/A

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

N/A – No Courses

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

N/A – No Courses

1. **Other program-specific data that reflects significant changes *(please specify or attach).* All Student Affairs and Administrative Services should respond.**

-In the past 5 years, BC has steadily increased or maintained matriculation service delivery for students with most notable leaps in the past 2 years

-According to Achieving the Dream 2014-15 cohort data, students who complete matriculation steps are significantly more likely to complete their educational goals in 3 years than their peers who do not.

-The most notable equity gains have come in basic skills completion, specifically remedial English for African American and remedial math for Hispanic/Latino students

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

Use attached **Assessment Report Form AU Tab**

1. Describe *any significant changes* in your program’s strengths since last year.

* Restructured SSSP and Equity to report to a single Director for streamlined communication and integrated planning
* Hired a full staff (effective September 1); new hires include 2 Program Managers, 2 Educational Advisors, and a DAIII
* Received contract help for research from WestEd, RP Group, Peter Bahr, and Bob Pacheco
* Scaled up Summer Bridge offerings to engage over 30 new faculty in professional development
* Invested substantially in campus-wide professional development (Approximately $60K)
* Improved collaboration with KHSD and CSUB through multiple initiatives, including a 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
* Strengthened relationship with Kern Community Foundation through the pilot launch of the Renegade Promise and the exploration of a Kern Promise
* Provided on-site registration support at high schools to increase access and improve accuracy and consistency in student course enrollment

1. Describe *any significant changes* in your program’s weaknesses since last year.

* Program was inadequately staffed for entire spring semester, going from 2 directors, 2 program managers, 2 counselors, 1 ed advisor, and 2 DAIIIs to a single director, 2 counselors, and 1 DAIII. This transition interrupted progress on several key initiatives
* Though we now have a full staff, the onboarding and training time will result in a lag in progress
* Student Success & Equity 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

1. *If applicable, describe any unplanned events that affected your program.*

* Restructure of SSSP and Equity to report to a single director in March 2016
* Several staff members left in spring 2016: Interim Dean of Student Success, Director – Equity, Executive Secretary -- SSSP, Program Manager – Equity, Ed Advisor – Equity, Program Manager – SSSP took position as Director thus leaving vacancy, Ed Advisor – SSSP took position as counselor thus leaving vacancy
* Director – SSSP assigned as Team Facilitator for AACC Pathways Project (substantial time commitment)

**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>

1. Human Resources and Professional Development:
2. 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.

N/A

1. Professional Development:
2. 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 & Equity led many professional development activities and sponsored faculty and staff attendance at multiple conferences throughout the 15-16 year. The Director served on the Professional Development Committee. Additionally, staff in Student Success & Equity are frequently called upon to lead campus-wide professional development activities related to the college’s student success agenda. Some highlights include:

* Facilitated Redesigning America’s Community Colleges book panel discussions with faculty, staff, and students (fall 2015)
* Coordinated the Pathways Summit for 400+ statewide participants (February 2016)
* Led the week-long Professional Development Summer Institute which served over 100 faculty and staff (May 2016)
* Co-Coordinated the Bridge co-teaching professional development opportunity and new faculty embedded professional development for 30+ faculty in summer 2016
* Among others, Student Success & Equity staff attended and/or presented at the following:
  + CCCCO Equity Institute (Los Angeles, September 2015)
  + RP Group’s Strengthening Student Success Conference on Multiple Measures (Oakland, October 2015)
  + Chancellor’s Office SSSP & Equity Directors Training (Sacramento, October 2015)
  + AACC Pathways Project Institutes (San Antonio, February 2016 and Washington, DC in April 2016)
  + Achieving the Dream (Atlanta, April 2016)
  + California Promise Summit (Oakland, August 2016)

1. What professional development opportunities and contributions can your program make to the college in the future?

Student Success & Equity will continue to offer fiscal and personnel resources to enhance professional development at the college.

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. Managers, 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. This is a concern for confidentiality.
* While our programs have extensive funding, no construction or purchase of furniture/partitions is permitted.

1. How will your Facilities Request for next year contribute to student success?

* Currently we share a space with the Director of A&R. 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? N/A
2. How will your new or repurposed classroom, office technology and/or equipment request contribute to student success? N/A
3. Discuss the effectiveness of technology used in your area to meet college strategic goals.

Staff in Student Success & Equity have laptops to streamline communication in meetings and enables managers to work from home. We’ve worked with IT to allocate several laptops to counselors with Banner access, as well as WiFi Hotspots to ensure matriculation service delivery in the high schools is efficient.

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

Our budgets are restricted categoricals with many reporting requirements. Budget details are available in the plans posted on the BC website. All budgets are vetted and signed college-wide.

* SSSP: $3.4 5million with 1:1 required match
* Equity: $2 million
* College Futures CA Pathways: $105K

**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.

#### As an office, Student Success & Equity oversees two large state categorical programs: Student Success & Support Program (SSSP), and Student Equity Program. The total portfolio of these two grants combined is approximately $5.5 million with an additional match requirement of $3.5 million. These funds have allowed offices across the campus to expand their services to students and enabled both instructional and student affairs units to embed intentional equity work in their areas, resulting in substantial movement in a number of student success indicators. At this time, Student Success & Equity has no significant funding needs to support our programs thanks, in large part, to the state’s investment in our campus but also due to the institution’s commitment to scaling the programs to support work happening campus-wide.