EXTEND THE CLASSROOM

INTENSIVE ACADEMIC SUPPORT
FOR ACCELERATED BASIC SKILLS
PATHWAYS
<table>
<thead>
<tr>
<th><strong>PRESENTERS</strong></th>
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<tbody>
<tr>
<td><strong>Dr. Kimberly Bligh</strong></td>
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<tr>
<td>Director: Title V; Department Chair: Academic Development Department; Data Coach</td>
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<tr>
<td><strong>Isabel Castaneda</strong></td>
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<td>Educational Advisor: Title V</td>
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<td><strong>Teresa McAllister</strong></td>
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<tr>
<td>Faculty: Academic Development Department; Data Coach</td>
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<td><a href="mailto:teresa.mcallister@bakersfieldcollege.edu">teresa.mcallister@bakersfieldcollege.edu</a></td>
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<tr>
<td><strong>Dr. Erica Menchaca</strong></td>
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<td>ETC Coordinator; Faculty: Academic Development Department; Data Coach</td>
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<td><a href="mailto:erica.menchaca@bakersfieldcollege.edu">erica.menchaca@bakersfieldcollege.edu</a></td>
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Let's Get to Know Each Other!
KERN COMMUNITY COLLEGE DISTRICT (KCCD)

2016 population
880,000
Area: 8,163 sq miles
30% under age of 18
53% Hispanic or Latino
35% White
44% Language other than English spoken at home (US Census Bureau)
Bakersfield College was among one of 30 institutions invited, through a highly competitive national selection process, to participate in the American Association of Community Colleges’ Pathways Project.

This model emphasizes clear, coherent, and structured educational experiences through the development of specific course sequencing, program milestones and learning outcomes that align with workforce and transfer degree needs; integration of student affairs and instruction for a more holistic approach to the student experience.
971 students began ACDV B77
14 (1%) attempted college-level math (mean of 6.9 semesters including term of first math)
11 (1%) completed college-level math (mean of 7.0 semesters including term of first math)

1,649 students begin ACDV B65
375 (23%) attempted College Composition (mean of 4.9 semesters including term of first English)
304 (19%) completed College Composition (mean of 5.0 semesters including term of first English)
CURRENT REDESIGNED REMEDIATION
SEMESTER PATHWAYS

All Courses
- ACDV B61
  - Accelerated Reading
    - 2nd Semester

Transfer English
- English B53
  - 2nd Semester
- Math B65
  - Intermediate Algebra for Statistics
    - 2nd Semester

Statistics
- ACDV B80
  - Integrated Reading/Writing
    - 1st Semester

Calculus
- Math B60-B70
  - Learning Community 530
    - Beginning and Intermediate Algebra
      - Degree Applicable
- ACDV B72
  - 1st Semester

ACDV B80
- Advanced Reading
  - 1st Semester

ACDV B72
- Accelerated Arithmetic/PreAlgebra
  - 1st Semester
Students who are most at risk do not do "voluntary".

Spring 2016, President Sonya Chris@an wanted "mandatory study hall for all students at BC".

ACDV B72 chosen as the pilot course in Summer 2016.

Compel students who lack skills and/or good study habits to attend mandatory study sessions with peer mentors.

College and Career Pathways – Staying on the Path
ETC VISION and MISSION

★ **Vision**: The vision of ETC is to compel students to actively seek support services in order to be successful in their academic, personal, and career goals.

★ **Mission**: The mission of ETC is to identify and motivate at-risk students in order to foster their academic, personal, and career success.
TIMELINE OF ETC DEVELOPMENT

Pilot
- Summer 16
- ETC Coordinator
- 3 Sections

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

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

Full Implementation
- Fall 17
- Educational Advisor
- 29 Sections
The ETC Model

- 80% Concept Mastery
- Required ETC Assignments
- Shared Classroom Curriculum & Pacing
- Advisor Alert System

Student Success
Making It Happen

- Funding Source(s)
- Space
- Data Tracking

• Personnel
  - Coordinator
  - Counseling Support
  - Project Assistant
  - Student Mentors
  - Faculty Buy-In
  - Administrative Support
Cameron - Peer Mentor
INTRUSIVE COUNSELING

- Early alerts from faculty
- Phone calls
- Emails
- Contacts in passing
- Blunt conversations
- Conversations beyond academics
- Walking students to support services
- Follow up

Students will not seek out services that they do not realize they need.

Most academic failures do not have anything to do with academic ability.
INCOMING REPORTS

**AccuSQL**: Allows advisor to view the activities of the cohort of students regarding their attendance to and support services.

**Early Alerts**: Emails generated by teachers that informs advisor of a student who is at risk in a particular class and reasons for concern.

[Link to Early Alert Form](#)
ACDV Student Success Early Alert

icastara@bakersfieldcollege.edu

* Required

Email address *

Your email

Student Name *

Your answer

Student @00 *

Your answer

Course ACDV__ *

- B50
- B61
- B72
- B80
- B201C
- Other:

Faculty Concern *

- Low quiz/test score
- Missing warm up
- Missing Classwork
- Tardies
- Homework
- Absences
- Study Points
- Other:

Please indicate number of missing homework, tardies and absences or any other concerns *

Your answer

Referred by: *

Choose

A copy of your responses will be emailed to the address you provided.
Faculty Buy-In

Why faculty love ETC...

• Student Friendly
• Shared Curriculum
• Professional Support
• SLO Assessment Data
• Adjunct Friendly
• Extends Office Hours
Acceleration Results

- 65% Basic Arithmetic
- 61% Pre-Algebra
- 39% Accelerated Basic Arithmetic & Pre-Algebra

Students:
- 1772 Students
- 512 Students
Cost Effectiveness

SI – Supplemental Instruction

$230/student served
Across all disciplines
Not target

ETC – Extend the Classroom

$50/student served
56% of the students who needed it, attended
Passing Rates by ETC Required Attendance by Semester

- Spring 15: 49%
- Fall 15: 58%
- Spring 16: 60%
- Fall 16: 75%
- Spring 17: 70%
Passing Rates by Section by Semester

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<td>Spring 16</td>
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<td>66</td>
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<tr>
<td>Spring 17</td>
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Success Rates by Required Attendance and Ethnicity, Spring 2017

- **Did Not Pass**
- **Pass**
- **Withdraw**

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<td>African American</td>
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<td>21</td>
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<td>16</td>
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<tr>
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<td>36</td>
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<tr>
<td>White</td>
<td>62</td>
<td>67</td>
<td>72</td>
<td>67</td>
<td>22</td>
<td>11</td>
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CONSIDERING THE ETC MODEL AT YOUR SCHOOL?

• What part(s) of the ETC full implementation model might work for your campus?

• Who/where are the resources available that can help you implement ETC on your campus?

• Do you have a program similar to ETC? What is working? What are the challenges?
“Comments from Students

“I was glad to know the Extended Class was there if I needed it.”

“The people in there help a lot and make sure you understand whatever you need help on.”

“Extended Classroom helped a lot!”

“I used ETC twice a week.”

“It made me never fail a test again.”
TIPS & CHALLENGES

TIPS
• Culture of mentoring and sharing
• Hiring Process for Faculty and Staff
• Recruiting process for Peer Mentors
• Shared curriculum and textbook
• Shared LMS shell (Canvas)

CHALLENGES
• “Full” buy-in
• Hiring/training/funding peer mentors
• Attendance of ETC
• Faculty time/pay compensation
Questions/Comments