Using a High-Tech, High-Touch Approach to Maximize Student Success Through Guided Pathways

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Poll Everywhere Directions

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or

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Poll everywhere

Where is your college in the process of implementing guided pathways?

A. Haven’t began the process
B. Planning stages
C. Early implementation
D. Fully implemented
Poll everywhere

What has been the greatest challenge to implementing guided pathways?

A. Lack of understanding
B. Lack of resources
C. Lack of administrative support
D. Lack of faculty buy-in
OUR WHY

About Bakersfield College & Kern County
About Bakersfield College

36,000 Students
80% First Generation
71% Latinx
Education Levels: State vs. Bakersfield Area

2018 Education Levels: State vs. Bakersfield Area

College Degree
- California: 26%
- City of Bakersfield: 20%
- Bakersfield rural areas: 9%

Less than High School
- California: 16%
- City of Bakersfield: 23%
- Bakersfield rural areas: 46%
OUR PHILOSOPHY
Relentless Clarity,
Informed Decision-Making
From this…

To this…
OUR PROCESS

How we got here

hint: we’re still working on it
**Building Ownership for Change**

<table>
<thead>
<tr>
<th>Prior Practices</th>
<th>Current Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small, siloed teams</td>
<td>Cross-functional teams</td>
</tr>
<tr>
<td>Resource driven institutional priorities and allocation models</td>
<td>Institutional priorities drive resource allocation</td>
</tr>
<tr>
<td>Boutique programs and interventions</td>
<td>Focus on scalability to reach all students</td>
</tr>
</tbody>
</table>
Specific On-Campus Factors

- High expectations
- Assessment and frequent feedback
- Time on task
- Frequent contact with faculty
OUR WORK
So far...
No More Paths to Nowhere: Guided Pathways at Bakersfield College

Join the conversation: #CAGuidedPathways #RedesigningCCs
## Early Implementation

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>Implemented Data Coaching Curriculum</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Joined AACC Pathways Project</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>Participated in Redesigning America’s Community Colleges Book Panels</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>Launched Bi-Annual GP Institutes</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Vetted Meta-Majors</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Conducted Student Focus Groups</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Launched 18-month Mapping Project</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>Defined Completion Coaching Community Roles</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>Launched Completion Coaching Communities</td>
</tr>
</tbody>
</table>
Four Pillars of Guided Pathways

Pillar I:
Clarify the Path

- Early High School Engagement
- Define Competencies
- Grouping Programs of Study
Program Map

Business Administration  Associate in Science for Transfer

Pathway To: CSU - Bakersfield - Accounting Emp  Time to Completion: 2 years

1st TERM
- MATH B23 3.0 Units Finite Mathematics
- COMP B5 3.0 Units Introduction to Microsoft Office
- Oral Communication 3.0 Units Choose a course from Area A.1.
- CRPS B5 3.0 Units Plant Science
- ENGL B1A 3.0 Units Expository Composition

2nd TERM
- ECON B1 3.0 Units Principles of Economics-Micro
- MATH B22 4.0 Units Elementary Probability and Statistics
- Critical Thinking 3.0 Units Choose a course from Area A.3.
- PHIL B10 3.0 Units Introduction to Ethics
- POLS B1 3.0 Units American Government: National, State and Local

3rd TERM
- BSAD B1 4.0 Units Financial Accounting
- ECON B2 3.0 Units Principles of Economics-Macro
- Physical Sciences without Lab (IGETC) 3.0 Units Choose a course
- Lifelong Learning and Self-Development 3.0 Units Choose a course from Area E.
- American Institutions History 3.0 Units Choose a course

4th TERM
- BSAD B2 3.0 Units Managerial Accounting
- BSAD B18 3.0 Units Business Law
- Arts 3.0 Units Choose a course from Area C.1.
- Arts, Literature, Philosophy, and Foreign Language 3.0 Units Choose a course from Area C.
### BUSINESS ADMINISTRATION
#### Finish In 4 Pathway
The Finish In 4 Pathway provides a roadmap for completing this academic program and general education at Bakersfield College and California State University, Bakersfield in 4 years. Students should use this plan in conjunction with other academic planning resources.

- Your educational plan may vary depending on course level placement and/or with prior course work.
- Students should use this plan in conjunction with other academic planning resources.
- Completion is based upon students completing 30 units a year and may include summer sessions.

This is a suggested sequence; students may change course timing to accommodate personal or professional schedules. Clarify schedules with counselors by calling (661) 395-4221.

**NOTE:** This guide is designed for those students wishing to transfer to CSUB. In addition to these admissions and academic requirements of this major and general education as listed in the catalog must be adhered to.

**GE =** General Education (CSUB GE Breadth); **Major =** Program of Study

### Complete at Bakersfield College

#### Fall Schedule
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Major</th>
<th>GE</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MATH B23 (CSUB Rec.)</td>
<td>Core</td>
<td>A1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRPS B5</td>
<td></td>
<td>B2/B3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON B1</td>
<td>Core</td>
<td>D</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking course</td>
<td>Core</td>
<td>A3</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>ENGL B1A</td>
<td>Core</td>
<td>A2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRPS B5</td>
<td></td>
<td>B2/B3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>POLS B1</td>
<td>Core</td>
<td>D/AI</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15 units 16-17

#### Spring Schedule
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Major</th>
<th>GE</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ECON B1</td>
<td>Core</td>
<td>B4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Oral Communication course</td>
<td>Core</td>
<td>A1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CRPS B5</td>
<td>Core</td>
<td>B4</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Humanities course</td>
<td>Core</td>
<td>C2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ECON B1</td>
<td>Core</td>
<td>B1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Arts or Humanities course</td>
<td>Core</td>
<td>E</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 10 units 8-9

---

### BUSINESS ADMINISTRATION – GENERAL BUSINESS
#### Finish In 4 Pathway
A Finish In 4 Pathway provides a roadmap for completing this academic program and general education at Bakersfield College and California State University, Bakersfield in 4 years. In order to be considered for admission to CSUB, students must meet the following requirements:

- Complete the Associate Degree Transfer requirements as outlined in the BC catalog.
- Students transferring from Bakersfield College. In addition to the above requirements, students must also meet the 2018-2020 catalog requirements and be subject to change.

**GE =** General Education; **E =** Elective or Minor Course

### Complete at CSUB Bakersfield

#### Fall Schedule
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>BA 2100 Intro to Business Professions</td>
<td>M</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ECON 2200 Quant Tools for Bus &amp; Econ</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 3000 Organizational Behavior</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BA 3010 Data Analysis &amp; Decision Making</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>BA 300B OR ECON 300B Diversity in Business Education</td>
<td>M</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 14 units

#### Spring Schedule
<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>Category</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>BA 3108 Business, Government and Society</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGMT 3020 Intro to Operations Management</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>FIN 3000 - Financial Management</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MIS 300 Concepts and Applications</td>
<td>M</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total:** 15 units

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**Note: 60 transferable units are required to complete this degree.**

**Note: 120 semester units required to complete Bachelors degree.**

8/30/2018

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### BAKERSFIELD COLLEGE
Four Pillars of Guided Pathways

Pillar II:
Enter the Path

- Outreach and Community Relations
- Summer Bridge
- Educational Planning
Early College Pathways to Completion

Guided Pathways

Early College

Dual Enrollment
# Early College Levels of Implementation

<table>
<thead>
<tr>
<th>Level 1: Exploration</th>
<th>Level 2: Installation</th>
<th>Level 3: Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school students can complete college courses on-site through a combination of dual and concurrent enrollment offered on the high school campus.</td>
<td>High school students can complete a college degree or certificate through a combination of dual and concurrent enrollment offered on the high school campus.</td>
<td><em>All incoming 9th grade students are on a pathway</em> to complete a college degree or certificate by 12th grade through a combination of dual and concurrent enrollment offered on the high school campus.</td>
</tr>
</tbody>
</table>

Shafter High School  
Delano High School  
BC SouthWest  
Valley Oaks Charter School...

Arvin High School  
Wasco High School  
Wonderful Academy

McFarland High School
Accelerating Completion
OUR EARLY SUCCESS

Improving equitable outcomes
Early College: Equity Outcomes

<table>
<thead>
<tr>
<th>Year</th>
<th>Black/African American</th>
<th>Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>2016-17</td>
<td>88%</td>
<td>90%</td>
</tr>
<tr>
<td>2017-18</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>2018-19</td>
<td>84%</td>
<td>90%</td>
</tr>
</tbody>
</table>

- 67% avg. BC Latinx
- 52% avg. BC Black/AA
Four Pillars of Guided Pathways

Pillar III: Stay on the Path

- Academic Support
- Learning Communities
- Co-Curricular Activities
High Expectation of Students

Guided Pathways
Momentum Points

Attempt **15+ units** in the first term

Attempt **30+ units** by end of first year

Complete **transfer-level math and English** in the first year

Complete **9 core pathway units** in the first year
Completion Coaching
Communities – nuts and bolts

- Counselor
- Discipline Faculty
- Educational Advisor
- Peer Mentor
- Support Services
- Data Coach
- Financial Aid
- Dean

Diagram illustrating the relationships between these roles in a completion coaching community.
Completion Coaching Team by Learning and Career Pathway
Affinity Groups

- Athletes
- African American Initiatives
- Students with Disabilities
- Extended Opportunities Programs and Services (EOP&S)
- Foster Youth
- Dreamers
- Veterans
- Kern Promise

Affinity Group: Population of students who have specific or equitable needs
Affinity Group Vs. LCP

Affinity Group Distinctions
• More concrete foundation to build relationships with students
• Targeted outreach, counseling, and service offerings
• Can be utilized to expand current equity programs

LCP Distinctions
• Ensures every student is within a completion coaching team
• Allows more robust faculty participation and curriculum alignment
• Better alignment with transfer institution
• More in-depth knowledge of career trajectory and industry opportunities
Customization at Scale: Cohort/Case Management

- 36,000 BC Students
- 2,400 Arts, Humanities & Communication Students
- 200 Spanish Majors
- 25 Students Per Spanish Instructor
Four Pillars of Guided Pathways

Pillar IV:
Ensure Learning

- Nesting Student Learning Outcomes
- Mapped Program Learning Outcomes
- Creative Pedagogy
Learning & Career Outcomes Aligned with Educational Planning for Informed Decision-Making
Implementation of Data Coaching

- Achieving the Dream (ATD) and need to access more data
- Targeted and timely data for decision making
- BC expanded, so did its need for data
- OIE leverages data coaches as force multipliers
Data Coaches Play Many Roles

• **Data Champions** who collaborate with Completion Coaching Teams to determine data needs
• **Data Ambassadors** who extract meaningful data from Cognos, Starfish, Tableau
• **Data Gatekeepers** who protect sensitive or private data
• **Data Disciples** who format, and/or filter data via Excel or Starfish
• **Data Superheroes** who communicate and/or disseminate the data to the Completion Coaching Team and to other who may benefit from the data
High-Tech, High-Touch Strategy

• Use data to connect students to “concierge-class” support infrastructure
  • Completion Coaching Teams & Affinity Groups

• Use technology to identify students in need
  • Starfish, Cognos, Tableau

• Connect with students
  • Communicate based on key dates annual timeline
  • Connect students to support services

• Track results, plan (rinse/repeat)
# BC’s Communication Plan

## Action Items

<table>
<thead>
<tr>
<th>Momentum Points</th>
<th>Clarify Path</th>
<th>Inform/Refer</th>
<th>Remove Barriers</th>
<th>Opportunities</th>
<th>Walk In</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging students to meet momentum points - take action</td>
<td>Corrective comm. for students off path - take action</td>
<td>Proactive checking in and referral to services - (academic/non)</td>
<td>Handoff to Counseling for student intervention – (academic/non)</td>
<td>Pathways specific opportunities - take action</td>
<td>Responding to in-person and virtual support needs - take action</td>
</tr>
</tbody>
</table>

## Roles

<table>
<thead>
<tr>
<th>Counselor/Advisor</th>
<th>Data Coach</th>
<th>Faculty</th>
</tr>
</thead>
</table>

## Start of Term

**Start of Term Goals:** Proactive outreach to students using Starfish to filter for specific attributes. Ensure students have a plan and are meeting momentum points.

<table>
<thead>
<tr>
<th>Focus</th>
<th>Action</th>
<th>Timing</th>
<th>Action(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing clear expectations for students</td>
<td>Review of important dates (e.g., withdraw dates) to inform students through syllabi</td>
<td>Week 0 (for multiple weeks prior to the start of term)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Update syllabi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Send reminder to students prior to start of class to ensure they attend the first day of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacting students who are not enrolled in 15 units</td>
<td>Filter in Starfish for all students who have received “Automatic Flag - At least 9 units but fewer than 15” flag: with attributes for academic standing combined is not assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Call all students who resulted from filter in step 1 and track notes in Starfish</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phone calls and email communication no later than XXX Date</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notes entered in Starfish no later than XXX Date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number of First-Time Students by LCP

First-Time Student Headcount by Learning and Career Pathway (LCP)

- Agriculture, Nutrition, & Culinary Arts: 145, 306
- Arts, Humanities, & Communications: 335, 554
- Business: 385, 563
- Education: 318, 415
- Health Sciences: 794, 1,021
- Industrial & Transportation Technology: 279, 389
- Personal & Career Exploration: 280, 949
- Public Safety: 458, 600
- Social & Behavioral Sciences: 342, 556
- STEM: 389, 631

Number of First-Time Students by LCP

First-Time Student Headcount by Learning and Career Pathway (LCP)

ATTEMPTING 15+ UNITS

Percent of First-Time Students Attempting 15+ Units in Their First Term

Attempting 15+ Units

Percent of First-Time Students Attempting 15+ Units in Their First Term

Attempting 30+ Units

Percent of First-Time Students Attempting 30+ Units in Their First Year

Completing Transfer-Level English and Math

Percent of First-Time Students Completing Transfer-Level English and Math in Their First Year

- Agriculture, Nutrition, & Culinary Arts: Fall 2015 - 2%, Fall 2018 - 3%
- Arts, Humanities, & Communications: Fall 2015 - 2%, Fall 2018 - 5%
- Business: Fall 2015 - 6%, Fall 2018 - 4%
- Education: Fall 2015 - 2%, Fall 2018 - 5%
- Health Sciences: Fall 2015 - 2%, Fall 2018 - 7%
- Industrial & Transportation Technology: Fall 2015 - 0%, Fall 2018 - 1%
- Personal & Career Exploration: Fall 2015 - 3%, Fall 2018 - 1%
- Public Safety: Fall 2015 - 3%, Fall 2018 - 1%
- Social & Behavioral Sciences: Fall 2015 - 11%, Fall 2018 - 9%
- STEM: Fall 2015 - 13%

Completing Transfer-Level English

Percent of First-Time Students Completing Transfer-Level English in Their First Year

- Agriculture, Nutrition, & Culinary Arts: 23% (Fall 2018), 16% (Fall 2015)
- Arts, Humanities, & Communications: 20% (Fall 2018), 17% (Fall 2015)
- Business: 19% (Fall 2018), 16% (Fall 2015)
- Education: 26% (Fall 2018), 15% (Fall 2015)
- Health Sciences: 26% (Fall 2018), 17% (Fall 2015)
- Industrial & Transportation Technology: 20% (Fall 2018), 8% (Fall 2015)
- Personal & Career Exploration: 15% (Fall 2018), 5% (Fall 2015)
- Public Safety: 15% (Fall 2018), 8% (Fall 2015)
- Social & Behavioral Sciences: 31% (Fall 2018), 20% (Fall 2015)
- STEM: 26% (Fall 2018), 30% (Fall 2015)

Completing Transfer-Level Math

Percent of First-Time Students Completing Transfer-Level Math in Their First Year

First-Time Latinx and Black/African American Students: Completing Transfer-Level English in Their First Year

- **Latinx**
  - Fall 2017: 21.6%
  - Fall 2018: 21.5%

- **Black/African American**
  - Fall 2017: 11.8%
  - Fall 2018: 13.9%
First-Time Latinx and Black/African American Students: Completing Transfer-Level Math in Their First Year

- Latinx:
  - Fall 2017: 7.2%
  - Fall 2018: 8.9%

- Black/African American:
  - Fall 2017: 1.3%
  - Fall 2018: 6.1%
**Degree Completion**

<table>
<thead>
<tr>
<th>Year</th>
<th>AAs</th>
<th>ADTs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>197</td>
<td>814</td>
</tr>
<tr>
<td>2015-16</td>
<td>422</td>
<td>669</td>
</tr>
<tr>
<td>2016-17</td>
<td>603</td>
<td>690</td>
</tr>
<tr>
<td>2017-18</td>
<td>896</td>
<td>733</td>
</tr>
<tr>
<td>2018-19</td>
<td>1,497</td>
<td>1,914</td>
</tr>
</tbody>
</table>

- **AAs**: Associate in Arts
- **ADTs**: Associate in Science, Technology, Engineering, and Mathematics
Closing the Latinx ADT Gap

**2014-15**
- Latinx: 197
- Overall: 128
- Percentage: 65.0%

**2015-16**
- Latinx: 422
- Overall: 276
- Percentage: 65.4%

**2016-17**
- Latinx: 603
- Overall: 396
- Percentage: 65.7%

**2017-18**
- Latinx: 896
- Overall: 606
- Percentage: 67.6%

**2018-19**
- Latinx: 1,497
- Overall: 1,037
- Percentage: 69.3%
Questions?

Contact Us

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