

*Bakersfield Strong:
From the Renegade Promise
to the Kern Promise*

Presented to KCCD Board of Trustees

March 10, 2016

**Adapted from draft document*

According to the College Promise Campaign (ACCT, 2016), in the 21st century, a high school diploma will no longer be enough to lead Americans to a good job and decent quality of life. In the next ten years, more than six out of ten jobs will require employees to have more than a high school diploma, while today only 40% of U.S. adults ages 25–64 are adequately prepared for the workforce. Community colleges already reduce inequality in education and income by serving more than 40% of all undergraduates in the U.S. at more than 1,100 community colleges throughout the nation.

Making two years of college universal for all Americans was initially proposed in a 1947 report to U.S. President Harry S. Truman, (*Higher Education for American Democracy*). In 2014, Tennessee Governor Bill Haslam and U.S. President Barack Obama introduced The Tennessee Promise and America’s College Promise respectively, proposals to make two years of community college education free to all qualifying students. The College Promise Campaign was inspired by these two initiatives (one state and one federal), which pay for two years of community college tuition, but the Campaign is not designed to promote any single approach. In fact, both the state and federal proposals were stimulated by many successful earlier public and private efforts from around the country, for example, the Kalamazoo Promise, the Tulsa Promise, the Long Beach Promise, the Miami-Dade Promise, and many others.

College Promise Campaign has seven main goals in mind:

1. Make two years of college as debt-free and universal as high school
2. Enhance student responsibility and cut cost of college for all Americans
3. Help build high-quality community colleges
4. Improve 2-to-4-year institution transfer processes and outcomes
5. Ensure states share responsibility for educating citizens
6. Expand technical training for middle-class jobs
7. Build on local, state, and national programs that support college access, academic persistence, and completion

National Review of College Promises

Bakersfield College is currently in the process of developing a Renegade Promise based on various similar programs at other institutions of higher education. In this report, BC researched seven unique institutions.

Each Promise offers students unique opportunities for increased college access. Notably, a positive common thread is engaging students as the primary stakeholders within each program. Many promises not only provide tuition scholarships and/or other financial support, but they also give students an incentive to prioritize higher education. Many colleges engage students in their local community through programming, community service, or internship experiences.

	Multi-Partner Promise	Local high school seniors only	Scholarship/Financial Support	Savings Plan	Assigned Mentor	Community Service	Internship	Minimum GPA	Required FAFSA	Maintain Satisfactory Progress
College Promise Coalition (Washington)	X									
Tennessee Promise	X	X	X		X	X				
Dallas County Community College District	X		X							
Texas Tuition Promise Fund				X						
The Oregon Promise		X	X					X	X	
Kalamazoo Promise	X	X	X					X		X
Long Beach College Promise	X		X				X			
Renegade Promise (Stage One - Phase 1 & 2)					X	X		X	X	X
Renegade Promise (Stage One - Phase 3)			X		X	X	X	X	X	X
Bakersfield Strong (Stage Two)	X		X		X	X	X	X	X	X
Kern Promise (Stage Three)	X		X		X	X	X	X	X	X

Many college promises focus on students living in the immediate service area for a particular period of time. While Bakersfield College recognizes the benefits inherent in this sort of community focus, it also acknowledges that many students, including military, undocumented, and international students might be excluded by such a parameter. As such, Bakersfield College is proposing a unique combination of aspects of the Tennessee Promise, the Oregon Promise, and the Long Beach Promise. With an ultimate goal to engage key educational partners K-16 in offering students a Kern Promise, Bakersfield College has detailed a short term implementation plan with long term outcomes in this document.

Readers should note in the Renegade Promise a targeted effort to engage students in a holistic educational experience through a mutual responsibility model where students commit to uphold certain academic standards while the college commits to provide quality student and academic support services necessary for a timely completion of their degree or transfer.

Through the Renegade Promise, Bakersfield College will collaborate with Kern County K-12 school districts, California State University Bakersfield, the Kern Community Foundation, and other key county partners to create a college-going culture in Kern County. While the Renegade Promise places student academic success at the core of its mission, it is critical to note that Kern County will benefit economically through a well-educated, well-prepared workforce.

College Promise Campaign Overview

The College Promise Campaign was inspired by Governor Haslam's Tennessee Promise proposal and President Obama's America's College Promise plan, but the Campaign is not designed to promote any single approach. It focused on building a movement around the broader vision of making the first two years of higher education free for all students who enter community college, work hard, and earn their certificates and degrees.

To accomplish the broad goals, the Campaign launched a national public awareness campaign that promoted access and emphasizes community college completion by encouraging community, regional, and state stakeholders to incorporate proven methods that work. The Campaign leveraged the results of evidence-based research to support investing in the College Promise as it implements its outreach, field-building, communications, and publication plans.

Over a three year period, the Campaign will promote public policy development at the local and state levels to increase College Promise programs benefitting community college students; implement a national communications and digital media plan to educate students, families and policy leaders; engage in field-building in 11 states to galvanize local and state leaders to take action on these goals; build the campaign to add 20 additional states in the second phase of the Campaign, and showcase College Promise models and strategies to increase college access and completion. Success will be measured by the effectiveness of the Campaign on student, institutional and state indicators that track College Promise support and adoption locally and statewide.

The College Promise Campaign is located within Civic Nation, a non-profit, non-partisan 501(c)(3) organization focused on implementing sensible solutions to America's most pressing issues.

Support for the College Promise Campaign

Diminished state and federal support for community colleges since the Great Recession has challenged our institutions' capacity to make good on the promise of a high-quality, affordable community college education for all eligible students.

The College Promise Campaign proposal identifies community colleges as worthy of significant local, state, and federal investments while at the same time requiring that participating communities and states increase and sustain support for their local community colleges. The proposal would enhance accessibility to higher education for many who think it is out of reach. The financial assistance would allow many students to borrow less, and enable them to persist at a faster rate.

A 2014 study by Economic Modeling Specialists, Intl. (EMSI) revealed that "for every dollar that federal, state, and local taxpayers spent on America's community colleges in 2012, society as a whole will receive a cumulative value of \$25.90 in benefits, for as long as the colleges' 2012 students remain active in the U.S. workforce."

Stages of the Renegade Promise to the Kern Promise

Stage One: The Renegade Promise

The Renegade Promise will offer two pathways designed to give motivated first-time entering students a head start on a college degree. The purpose of the Renegade Promise is to offer structured

opportunities for qualified students to enroll in community college courses that provide pathways that lead to a certificate, diploma, or transfer pathway or degree.

Academic credits earned shall enable students who continue into postsecondary education after graduating from high school to complete a postsecondary degree or certificate in less time than would normally be required. Bakersfield College offers two pathways: Plan A (Students who are College Ready) and Plan B (Students who are not College Ready).

Phases of the Renegade Promise

This stage of the plan is divided into three action phases to ensure transition and commitment to the student. The phases are spaced a year apart so that the steering committee is able to examine results and enhance the program before adding another level to the plan.

- Phase 1: Assisting College Ready Students
To be rolled out for August 2016
Plan A: Bakersfield College will commit to college-ready students that they can expect to complete 60 units toward the completion of a degree or transfer within two consecutive academic years after enrollment.
- Phase 2: Assisting Remedial Students
To be rolled out for August 2017 (Tentative)
Plan B: Bakersfield College will commit to students requiring remedial coursework that they can expect to complete all remedial courses within a single academic year followed by 60 units toward the completion of a degree or transfer in two years for a total of three years to completion at Bakersfield College.
- Phase 3: Incorporating Financial Support
To be rolled out for August 2018 (Tentative)
Bakersfield College acknowledges that financial support is critical in a student's ability to successfully complete college in a timely manner. As such, BC is exploring opportunities to provide enhanced scholarship support in collaboration with the Bakersfield College Foundation and the Kern Community Foundation.

Stage Two: The Bakersfield Strong Commitment

In this phase of the College Promise, students who enter Bakersfield College (either Plan A or B) and successfully complete the Renegade Promise will have direct access to transfer to California State University, Bakersfield to obtain a bachelor's degree.

The relationship between Bakersfield College and California State University, Bakersfield is still pending. The conditions to meet the Bakersfield Strong Commitment are yet to be established. Financial incentive support is still undecided.

Stage Three: The Kern Promise

In this phase of the Promise, the whole county of Kern is a stakeholder. The investment starts at the elementary schools, where the concept of attending college is embedded into the elementary curriculum. Then when a student reaches high school, the student is given the opportunity to receive college credit while finishing a high school diploma (Dual or Concurrent status). After finishing high school, the students enters into Bakersfield College via Plan A only. When the student successfully completes the Renegade Promise, the student will have direct access to transfer to California State University, Bakersfield to obtain a bachelor's degree.

The relationship between Kern High School District or local high school districts, Bakersfield College, and California State University, Bakersfield is still pending. The conditions to meet the Kern Promise are yet to be established. Financial incentive support is still undecided.

Renegade Promise

Integrating Guided Pathways

During fall of 2015, the Bakersfield College community including students, faculty, staff, and administration united in a series of campus-wide discussions center on concepts and strategies about guided pathways from the book *Redesigning American Community Colleges* (Bailey, Jaggars, and Jenkins, 2015).

These discussions allowed the BC community to engage in earnest discussions about the state of BC's current student pathways. Students expressed that these discussions resonated with their experiences. Most students experience the "cafeteria model" approach to college by choosing classes much like they choose food at a mall food court. With so many choice options, it is difficult to make a decision, so students make arbitrary choices based on mood, friends, money, or worse, make no decision at all. Bailey, Jaggars, and Jenkins (2015) discuss alternatives to the arbitrary decision-making approach to college pathways. This approach aligns seamlessly with the Renegade Promise. Thus the program will be entitled the Renegade Promise Pathways as all students entering the Renegade Promise will be placed on a guided pathway to completion.

Definition of "College Ready"

The term "College Ready" is defined by entering students who are placed in College Level English and Math or higher at the start of their enrollment at Bakersfield College.

The term "not College Ready" is defined by entering students who require remedial classes prior to enrollment in College level English and/or Math at Bakersfield College.

College level English is English B1A.

College level Math is Math B70 or higher.

Student Responsibilities

Students must complete the Renegade Promise application by established date and in order to be considered for the Renegade Promise Pathways program. Additionally, students must file a Free Application for Federal Student Aid (FAFSA) with the Federal Student Aid Processing Center on or before March 2, 2016, and meet all processing conditions.

The student understands that to remain in good standing in the Renegade Promise Pathways, the student will:

- Complete a Renegade Promise Pathway Commitment Form
- Identify educational goal and declare major
- Complete and file a Comprehensive Student Educational Plan prior to course registration for the first instructional term and register for classes on the assigned priority registration date
- Register in and successfully complete (with a C or higher) at least 15 units per fall/spring instructional semesters or 30 units within one academic year in line with his or her Student

Education Plan. For any changes to the student's educational plan, the student must see a counselor.

- Take English (or ESL), math, and/or reading courses during the student's first year at BC.
- Maintain a 2.0 GPA and complete at least 67% of the courses the student takes each semester. If necessary, the student agrees to participate in academic intervention activities.
- Adhere to all BC policies related to academic progress, financial aid, student code of conduct, and other BC requirements.
- Participate in activities, support services, and events provided by Renegade Promise Pathways that support the student's academic goals
- Communicate with the assigned Completion Coach regularly to get the support needed both academically and personally.
- Enroll in a Student Development course within the first instructional term.
- Complete at least 10 hours of community service or on-campus student employment each fall and spring instructional semesters
- Come prepared to the first week of classes with the required textbooks and materials

Definition of Good Standing within the Renegade Promise

To be eligible to participate in the Renegades Promise Pathways program, the student needs to remain in good standing while attending Bakersfield College, the student will:

- Identify educational goal so that the student can determine which classes are needed.
- Maintain full-time enrollment (12+ units) per semester so that the student can finish a certificate or degree or transfer outcome in two years/60 units based on the Student Educational Plan.
- Take English, math, and reading courses during the first year at BC.
- Enroll in a Summer Bridge designed to connect students with resources and support.
- Maintain a 2.0 GPA and complete at least 80% of the courses the student takes each semester.
- Communicate with the student's Completion Coach regularly to get the support the student needed both academically and personally.
- Participate in activities, support services, and events provided by Promise Pathways that supports the student's academic goals.
- Come prepared to the first week of classes with required textbooks and materials

Bakersfield College Responsibilities

In order for the Renegade Promise to be upheld, Bakersfield College will:

- Provide the student with an assigned priority registration date
- Connect the student with an assigned Completion Coach within their chosen academic pathway
- Check-in with the student, via the Completion Coach, at least twice per instructional semester to ensure academic progress
- Ensure the student will have access to a counselor prior to the assigned priority registration date
- Make available to the student other academic support resources
- Provide an opportunity for the student to apply for on-campus employment (if qualified)
- Provide the student with a list of eligible non-profit organizations with which the student can volunteer
- Offer the student four tickets to all home football games and an invitation to the annual Student Involvement and Leadership Ceremony

Completion Coaches

In an effort to more fully engage all members of the campus community in the college-wide pathways agenda, Bakersfield College is developing Completion Coaches. Coaches will offer proactive support and referrals to critical academic support services.

Completion Coaches assist students in identifying goals and make appropriate referrals to counselors/advisors for education plan completions. Completion Coaches will commit to proactively meeting with Renegade Promise students at least twice per instructional term.

Termination of the Renegade Promise

Both sides of the Renegade Promise must be upheld. If either side of the Promise is broken, the Promise will be reviewed.

- If Bakersfield College does not uphold any of the items listed, the student may appeal for an extension of the Promise for an additional instructional semester.
- If the student does not uphold any of the items listed, the assigned Completion Coach may request to terminate the Promise. With such action, the student's academic progress will not be interrupted; only services will be discontinued.

The appeal or termination of the Renegade Promise may only be completed by the Dean of Student Development and Success, or designee.

Priority Registration Date Appeal

Due to the implementation of the Renegade Promise, the total number of students receiving priority registration will increase. Alternately, many currently enrolled students may experience additional hardships getting into a class. In anticipation that this will affect students who require fewer than 3 courses to complete their degree or transfer outcome, BC will develop a Priority Registration Date Appeal Form and process.

The approval will be granted by the Dean and possible others of each instructional area. (While this process is already implemented, awareness will be brought more to the faculty and advisors.)

Renegade Promise Priority Registration Date

Because any student can opt into the Renegade Promise, Bakersfield College will establish a new Priority Registration order to ensure that all students within the Promise have the best opportunity to enroll in classes required for completion of either Plan A or B.

Priority Registration Order:

1. All Federal and State Mandated requirements
2. Renegade Promise Students
3. Student Leaders (Student-Athletes, President's Scholars, BCSGA, etc.)
4. Students with requested priority registration date appeals

Impacted Classes

In reviewing section offerings one day after priority registration closed in April 2015, Bakersfield College identified the following 41 courses as courses which will likely be impacted during fall 2016 enrollment. Note that many of these courses are unlikely to align with a first-year students' educational plan.

Courses	# Sections Offered	# Sections Waitlists	# Sections WL Full	Site
BIOL B18	3	3	3	Main Campus
BIOL B32	8	8	8	Main Campus
BIOL B32	1	1	1	Delano Courses
BIOL B33	5	5	4	Main Campus
CHEM B11	4	4	3	Main Campus
CHEM B11	1	1	0	Delano Courses

Courses	# Sections Offered	# Sections Waitlists	# Sections WL Full	Site
COMM B10	1	1	1	Main Campus
CRIM B3	2	1	1	Main Campus
CRIM B55	1	1	0	Main Campus
CRPS B10	2	2	2	Main Campus
EDUC B24	1	1	0	Main Campus
ENGL B1B	4	3	0	Main Campus
ENGL B28	1	1	0	Main Campus
ENGR B47	2	2	1	Main Campus
ERSC B10L	3	3	0	Main Campus
ERSC B10L	1	1	0	Delano Courses
GEOG B1L	2	1	0	Main Campus
GEOL B10L	3	1	0	Main Campus
HIST B18	1	1	1	Online Courses
HMSV B40	1	1	1	Main Campus
INDR B20B	1	1	0	Main Campus
INDT B10	2	1	0	Main Campus
JAPN B1	2	2	1	Main Campus
LRNC B530	3	3	2	Main Campus
MATH 6C	2	1	0	Main Campus
MATH B1A	5	5	2	Main Campus
MATH B1B	3	3	1	Main Campus
MATH B22	2	1	1	Online courses
MATH B6B	3	2	0	Main Campus
MATH B6D	1	1	0	Main Campus
MEDS B69	2	1	1	Main Campus
PHED B6A	1	1	0	Main Campus
PHIL B9	6	6	6	Main Campus
PHYS B2A	3	3	0	Main Campus
PHYS B4B	4	4	0	Main Campus
PSYC B1B	3	3	2	Main Campus
PSYC B5	6	5	5	Main Campus
WELD B54A	1	1	0	Main Campus
WELD B55C	1	1	0	Main Campus
WELD B65A	1	1	0	Main Campus
ACDV B61	1	1	0	Weekend Classes

Attributing the Students in Banner

Renegade Promise students will be attributed in Banner and placed into a cohort with an assigned Completion Coach in line with guided pathways initiatives at the college.

Implementation Timeline for the Renegade Promise

March 2016

- Presentations to Governing Bodies
- Obtain data to support the case for the Promise
- Develop agreement forms to be signed and distributed
- Recruit students to Bridge/Orientation activities

April 2016

- Budget analysis of dollars saved for student and for BC
- Presentation to the Public: April 29, 2016
- Bridge/Orientation Activities
- Priority Registration: April 7

Summer 2016

- Completion coach assignments and one-on-one meetings
- Student employee outreach and recruitment
- Enrollment management

Fall 2016

- Completion Coaches work with Promise students
- Ensure Spring 2017 registration
- Ongoing work with CSUB and Kern Community Foundation to develop stages two and three

Inaugural Cohort

Three main methods will be used to recruit students into the first cohort of Promised Students:

1. Recruit President Scholar students
2. Identify and actively recruit matriculated students who have placed into college level English and math (roughly 500 students as of March 1)
3. Recruit in-person during high school visits and in one-on-one sessions with incoming students

According to Patrick Perry from the California Community College Chancellor's Office, the definition of "prepared" student matches the definition of a "college-ready" student in the Renegade Promise. The latest data posted at <https://www.bakersfieldcollege.edu/scorecard/success/entry> stated that 19% come to Bakersfield College prepared. Incoming student number is roughly 4,000 to 5,000, so 19% ranges between 760 to 950 students. With multiple-measuring, the percentage of "prepared" students will be higher which may lead to a potential of 1,000 to round the figure.

Bakersfield College is exploring options to ensure faculty are available to teach expanded sections to accommodate the increase in priority registrants. While some subjects have a large pool of adjunct faculty to pick up extra sections on short notice, some adjunct pools are already at maximum capacity.

Renegade Promise Incentive

Tom Gelder, Executive Director of the Bakersfield College Foundation, has shared that there are no identified monies allocated for the Renegade Promise, but recommends BC submit a proposal to the Renegade Innovation Fund.

Service Learning and Its Importance

What is Service-Learning?

Service-learning combines community service with structured opportunities for learning. This section specifically addresses service-learning in the curriculum and the combination of community service with academic coursework. When designed and implemented thoughtfully, service-learning:

- Enables students to achieve learning goals
- Engages students in active learning
- Integrates disciplinary theory and knowledge with practice
- Deepens understanding of the complex causes of social problems
- Creates new knowledge

Service-learning provides relevant and meaningful service in the community. Community partners must see that the service provided by students meets the immediate needs of those they serve or the long-term goals of the organization. Faculty must see that the service provided by the students is relevant to course content. Meaningful service meets a need identified by the community as well as utilizes students in ways befitting their levels of knowledge and experience.

Service-learning enhances academic learning. Service-learning can translate theory into practice, statistics into real people, and ideas into action. Experiences in the community enlarge the classroom and provide additional "texts" for discussion and analysis. The integration of structured time for critical thinking and reflection is central to the process of enhancing academic learning.

Service-learning creates the opportunity for purposeful civic learning. Service-learning can help students define for themselves what it means to participate in and create a democratic society. More specifically, students can deepen their understanding individual leadership, systemic change, and social responsibility in the context of a local, national and global multi-cultural society.

Faculty are often familiar with forms of experiential education including internships, field research, or clinical work. Service-learning is a distinct form of experiential education for two reasons (Furco, 1996). First, service-learning provides reciprocal benefits to the university and community participants or organization. Second, service-learning is equally focused on the service provided by the students as well as the learning that is fostered by doing the service.

Service-learning is not applicable to every course; however, it can be incorporated into most disciplines. Service-learning has a unique look in each course. The American Association of Higher Education (AAHE) published a book series that addresses the theory and practice of service-learning in twenty different disciplines. The series is an invaluable resource to help you connect service-learning theory and practice in your specific discipline and can be accessed through the Office of Community Service-Learning.

Benefits for Students

Service-Learning can help students develop the habit of critical reflection, deepen their understanding of course content, enable them to integrate with practice, sharpen their abilities to solve problems creatively, enhance their skills in working collaboratively and learn about human difference and commonality.

Service-learning can help students grow both intellectually and personally. In addition to supporting students' development in arenas such as a recognition of stereotyping and appreciation of diverse cultures, the study revealed the following (Eyler & Giles, 1999):

- A majority of service-learning students report that they learn more and are motivated to work harder in service-learning classes than in regular classes.
- A majority of students report a deeper understanding of subject matter and a recognition of the complexity of social issues.
- Students remember material better through experience and can apply the material that they learn in class to real problems.
- Students report that the power of service-learning is rooted in personal relationships and in doing work that makes a difference in people's lives.
- Benefits for Communities

Benefits for Communities

Service learning frequently builds lasting ties between colleges and the communities in which they are located. Community agencies highly value the expertise of college students not only for their enthusiasm but because they are eager to explore the intersection of theory and practice, can be cultivated as potentially lifelong volunteers, and are likely to apply their professional skills to a service commitment.

Community benefits include:

1. Increased efficiency, quality of services or extent of services offered by college-assisted agencies
2. Increased access to college resources (e.g., facilities, expertise, programs)
3. Improved relationships with the college

Benefits for the College

Service learning can help college increase their responsiveness to society's needs. Often, this enhances the public image of the college and can positively impact the curriculum, student recruitment, alumni relations, the sense of community on campus and the success of fund-raising efforts.

Service-learning can strengthen an educational institution by helping to fulfill its mission in several ways:

- Rich opportunities for renewing teaching, research and service activities
- Increased opportunities to engage students of all learning styles
- Additional experiential learning settings
- Increased access to community partners as co-teachers
- Improved town-gown relationships
- Increased retention of multi-ethnic students