

Bakersfield College  
Educational Master Plan 2014





# Acknowledgements

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# About Bakersfield College

Bakersfield College was founded in 1913 and is one of the nation's oldest, continually-operating community colleges. The College serves more than 18,000 students on the 153-acre Panorama Campus in northeast Bakersfield, at the Weill Institute in downtown Bakersfield, and at the Delano Campus 35 miles north of Bakersfield. Courses are offered on a traditional 16-week semester calendar as well as in a variety of non-traditional scheduling options: evenings, weekends, short-term training programs, and online.<sup>1</sup>

## About the Process

This plan represents a collaborative effort within the Bakersfield College community to bring together key information that will guide and inform the College through 2017. A core team made up of administrators, faculty and staff gathered documents that analyze academic areas of study for all students, including grant proposals and updates, new initiatives, instructional program reviews and multiple sources of state, county and local data. The College also held focus groups with administrators, faculty and staff representing the three main areas of Career and Technical Education, Transfer and Basic Skills. The focus groups discussed how to best serve students in alignment with the College's Strategic Focus Plan.

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<sup>1</sup> "About BC." Web. 27 May 2014. <http://www.bakersfieldcollege.edu/about>.

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# Introduction

Bakersfield College has just celebrated its centennial anniversary and the institution is poised to enter its second century with stability in leadership, solid academic offerings and a strong, focused plan for the future. This Educational Master Plan for 2014-2017 represents an exciting time of innovation and new opportunities to increase student success. Over the decades, Bakersfield College has become an indelible landmark in the greater Bakersfield area and Kern County. As local industries from petroleum to healthcare have blossomed, so has the College as it continues to deepen its roots to Delano in the north and to reaffirm its commitment to educating 21<sup>st</sup> Century learners throughout 5,000 square miles of California's southern San Joaquin Valley. Active business and industry advisory committees and robust community partnerships have led students to steady jobs through clearly defined career and technical education pathways. For example, many students, who may be the first in their families to attend college, have graduated from the nursing program and are now contributing to members of the health care community in Kern County. Working with high school partners and other colleges is producing more clearly defined outcomes for all students. Challenges remain, however, in educating a growing number of students who are unprepared for college-level courses. Regardless, the message of success is the same for all of the diverse students who enroll at the college: Bakersfield College meets every student where they are, regardless of income, lifestyle, language spoken at home, ethnicity or family experience with higher education.<sup>2</sup>

Bakersfield College is the largest of the three colleges in the Kern Community College District. The Kern Community College District serves nearly 25,000 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties.<sup>3</sup> Bakersfield College's road to student success runs parallel to that of the southern Central Valley. Local industry executives are examining how to better educate the Central Valley's workforce to benefit the entire region through re-investment and stronger partnerships with Bakersfield College and other colleges and universities. Bakersfield College is addressing industry needs by creating new programs and entering into partnerships with industry, high schools, colleges and universities. Careful planning to meet Bakersfield College's first priority of student success includes being realistic about constraints related to funding, facilities and hiring enough faculty to teach the most impacted courses in math, science and English, as well as new programs of study. The College is also aware of marketing challenges with low enrollment in some areas that were highly recommended by local industry professionals, but failed to translate into sustainable programs.<sup>4</sup>

As the College looks ahead, Bakersfield College is exploring new avenues to educate an ethnically diverse and socioeconomically disadvantaged population. The sons and daughters of Kern County's low-wage earners will be able to prepare for their successful futures in disciplines as diverse as nursing, agriculture and the culinary arts. The College is aggressively working to become a pilot site for a new statewide Online Education Initiative pilot, which aims to provide a quality college education for all Californians regardless of where they live. Bakersfield College believes that with the rural communities its programs already touch in physical classrooms, the online initiative has the

<sup>2</sup> Christian, Sonya. Phone interview. May 2014.

<sup>3</sup> Cambridge West Partnership, LLC. 2011-14 Educational Master Plan. Bakersfield College. Web. 27 May 2014.

<sup>4</sup> Bakersfield College administrators, faculty. "CTE Focus Group." Discussion. 5 May 2014.

capacity to dramatically change the lives of potential students in its far-reaching service area through associate degree programs and transfer pathways to four-year colleges.<sup>5</sup>

Further, Bakersfield College faculty and administrators are working to establish the College as a pilot site for the baccalaureate degree through Senate Bill 850, Community College District Baccalaureate Degree Pilot Programs. Bakersfield College seeks to prepare students with bachelor's-level degrees in nursing, applied science in industrial technology and more fields through this innovative initiative (see more information in the Transfer Plan below).<sup>6</sup> In the next three years and beyond, the College will promote a continuous, upward progression for students who will, as the mission states, “engage productively in their communities and the world.”<sup>7</sup>

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5 *California Community Colleges. Online Education Initiative. Web. 27 May 2014.*

6 *Carroll, Constance M. Baccalaureate Programs at the California Community Colleges: Overview and Summary of Issues. Web. 27 May 2014.*

7 *Bakersfield College. “Mission Statement.” Adopted by College Council, 14 May 2014. Web. 28 May 2014.*

# Bakersfield College Mission, Vision, and Values

## *Our Mission*

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

## *Our Vision*

### Bakersfield College Core Values

#### Learning



We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

#### Integrity



We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

#### Wellness



We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

#### Diversity



We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

#### Community



We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

#### Sustainability



We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

*Students first: We affirm our focus on our students and their success.*

**BAKERSFIELD  
COLLEGE**  
1913 – 2013



intellectual, cultural and economic vitality of the communities it serves.<sup>8</sup>

## Environmental Scan

### *Bakersfield College and California's Master Plan for Higher Education*

When California adopted its higher education Master Plan in 1960, the state addressed the need to provide broad access to an exceptional educational experience for all students. The system comprised of the University of California, California State University and California Community College systems, organized access to higher education to meet the increasing demand for college education. Bakersfield College continues the community college tradition of offering an education to any high school graduate or adult student who wishes to attend. An emerging trend is developing avenues for high school students to attend Bakersfield College through concurrent or dual enrollment options. (See page XX) A shortage of college graduates to meet employer demand and budget cuts have presented challenges for higher education in the past decade. A 2010 report from the Public Policy Institute of California (PPIC) projects a deficit of “1,000,000 college-educated workers” in the state by 2025 unless California produces more graduates. Bakersfield College and its higher education partners must work to ensure that California educates 21<sup>st</sup> Century thinkers and workers to close this gap.<sup>9</sup>

### *Kern County and The Central Valley*

Bakersfield College, situated in the vast and richly textured Kern County, is working to meet the ever-changing needs of a growing population. According to statistics from the California Department of Finance released in April 2014, the city of McFarland, located north of Bakersfield is the State's fastest growing community due to new policies for housing inmates. Bakersfield continues to be on the State's list of top-ten largest cities, with a population of 367,315 as of Jan. 1, 2014. The city posted an annual growth rate of nearly 2 percent between 2013 and 2014.<sup>10</sup>

According to Bakersfield College's 2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness and research by the Great Valley Center, the Bakersfield area has experienced extensive job growth as of 2012, with a total of “144,400 available jobs added over an eight-year period.” The College has responded to this growth in jobs by extending areas of Career and Technical Education (CTE) and community partnerships to increase access to meaningful educational programs. According to the report, “If California's Central Valley were a state, it would be ranked first in the nation in agricultural production.” However, the type of available jobs is shifting as the region adjusts to a loss of farmland and traditional agricultural jobs. “Significant job loss in the agricultural industry has forced many to seek higher education as a means of finding stable employment,” the report states.<sup>11</sup>

The regional economy is also heavily dependent on energy and petroleum industries. Kern County

<sup>8</sup> Bakersfield College Mission Review Team. *Mission & Vision Statements*. Adopted by College Council 14 May 2014. Web. 28 May 2014.

<sup>9</sup> Johnson, Hans. *Public Policy Institute of California 2010. Higher Education in California: New Goals for the Master Plan*. April 2010. Web. 28 May 2014.

<sup>10</sup> CA Dept. Finance, Demographic Research Unit. “*Tables of January 2014 City Population Ranked by Size, Numeric and Percent Change*.” 30 Apr. 2014. Web. 27 May 2014.

<sup>11</sup> Bakersfield College. *2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness*. 18. 9 Aug. 2012. Web. 27 May 2014.

is “the largest oil producing county in the state,” with an estimated 70 percent of California’s oil reserves, according to the 2012 Kern County Labor Market Study. Energy and natural reserves have played a major role in the county’s economy. In 2010, this sector “contributed \$8.3 trillion (34 percent) to Kern’s private sector gross domestic product,” the study shows. Within the eastern portions of the county wind energy also is on the rise. Wind energy developments in the Tehachapi Mountains yield about 40% of California’s total wind-generated power.<sup>12</sup>

Private and public sectors, local utilities, major energy users, nonprofits and educational institutions, including Bakersfield College, are collaborating to make Kern County the largest producer of renewables in the state.<sup>13</sup>

**Regional Industry Sectors**

The Kern Economic Development Corporation cites five major industry sectors that comprise the County’s labor portfolio.

Industry	Total Companies	Total Employees	Fields
Transportation, Logistics & Advanced Manufacturing	60%	25,000	Energy, Agriculture, Distribution Centers
Energy & Natural Resources	20%	20,000	Petroleum, Wind, Solar, Geothermal, Biomass
Value-Added Agriculture	10%	53,000	Almonds, Pistachios, Carrots, Grapes, Cotton, Milk, Potatoes, Processing/Packaging
Healthcare Services	5%	24,500	Hospitals, Nursing Care, Physician’s Offices, Laboratories, Mental Health
Aerospace & Defense	5%	20,000	Aerospace, Engineering, Aircraft Manufacturing

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A few industries are projected to grow faster than others between 2010 and 2020, in the Bakersfield-Delano Metropolitan Statistical Area (MSA). The California Employment Development Department estimates a booming 43.3% growth in construction jobs, 36.4% growth in administrative and support, waste management and remediation services jobs in the same timeline. Professional and business services, including technical services are projected at a 34.5% growth. Mining and logging, oil and gas extraction (27.5% growth); educational services, healthcare and social assistance (27.1% growth); and transportation, warehousing and utilities (26.2% growth) complete the list.<sup>15</sup> Specific occupations with the fastest job growth are expected to be: iron and rebar workers, telecommunications line installers and repairers, health and safety engineers, environmental technicians (including health workers), and software developers.<sup>16</sup>

<sup>12</sup> Holsonbake, Cheryl. CSU Bakersfield & Kern Economic Development Corp. 2012 Kern County Labor Market Study. 31. Web. 27 May 2014

<sup>13</sup> Kern Economic Development Corp. Energy & Natural Resources. “Kern County: Energy Capital of the Nation!” Web. 27 May 2014.

<sup>14</sup> Kern Economic Development Corp. “Target Industries.” Web. 27 May 2014.

<sup>15</sup> CA Employment Dev. Corp. Labor Market Information Div. “2010-2020 Industry Employment Projections: Bakersfield-Delano MSA.” 1 Nov. 2012. Web. 29 May 2014.

<sup>16</sup> CA Employment Dev. Corp. Labor Market Information Div. Kern County Profile. “Employment and Wages: Occupations with Fastest Job Growth 2010-2020.” Web. 29 May 2014.

**Educating the Region**

A better-trained workforce will improve not only the economic health of the Bakersfield region, but also the prosperity of the entire State. Emerging markets for specific crops such as almonds harvested in the Central Valley, which stretches from Redding south to Bakersfield, call for both skilled and semi-skilled workers. While increasing demand for California-grown foods holds promise for the State’s economic future, the picture for particular producers is likely to change considerably. Small family farms are being replaced by larger operations that rely on technology to remain competitive. More sophisticated farm operations require a skilled workforce, but questions remain about whether there will be enough properly trained workers to satisfy the need.<sup>17</sup> High under-employment tied to relatively low levels of education attainment is stubbornly undermining the promise for prosperity.

City	Unemployment Rate in 2011
Arvin	37%
Delano	36%
McFarland	30%
Lamont	25%
Lost Hills	25%
Shafter	25%
Wasco	25%

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The good news for the region is that unemployment rates for the Bakersfield-Delano MSA have gradually improved from a high of 17.9% in March 2010 down to 11.4% in April 2014.<sup>19</sup> Bakersfield College plays a key local role in boosting the educational achievements of residents as they seek a secure future of steady employment.

INSERT JANET’S TABLE on educational attainment BA per 100,000 in Kern County

**Early Start: High School Pathways to College Success**

Bakersfield College is striving to become a more visible community resource for Kern County through offering CTE, and Transfer programs to residents as early as 9<sup>th</sup>-grade. The College endeavors to create a culture of “seamless transitions,” where high school students graduate with a clear vision for their future.<sup>20</sup> The College has invested in building early, positive relationships with the next generation. Bakersfield College’s recently established Outreach and School Relations Program has developed a full schedule of events to aggressively recruit students. The inaugural Panorama campus event was attended by more than 400 area high school students, students who had been admitted to the College but had not yet enrolled in courses. This is one of many events

<sup>17</sup> Klowden, Kevin and Priscilla Hamilton. Milken Institute. *Local Harvest: Developing the Central Valley Workforce for California’s Future Agriculture*. Apr. 2014.

<sup>18</sup> Holsonbake, Cheryl. *CSU Bakersfield and Kern Economic Development Corp. 2012 Kern County Labor Market Study*. 25. Web. 27 May 2014.

<sup>19</sup> CA Employment Dev. Dept. “Historical Civilian Labor Force—Bakersfield-Delano MSA.” 16 May 2014. Web. 29 May 2014.

<sup>20</sup> Christian, Sonya. Phone interview. 6 June 2014.

promoted as “It’s Possible”. Students attending these one-day events are provided comprehensive services, an orientation to college, guidance with financial aid registration, and assistance with creating of an Abbreviated Student Educational Plan (ASEP), their own a set of blueprints for their academic future. The event was inspired by a resolute focus on guiding students early on toward college success. The Outreach and School Relations Program is part of a multi-faceted approach to streamline student access and success.

1. Bringing assessment/placement testing to the high schools. This new approach is based on data showing improved performance on these tests in students are able to take them in familiar environments. Comparison of placement test data results from 2013 and 2014 shows that a larger percentage of students placed into higher levels of math and English when they took tests on their own high school campuses (refer to the data in Appendix B).
2. Training high school counselors to help high school students create Abbreviated Student Educational Plans (ASEP). Students will be better prepared and arrive at Bakersfield College with a blueprint for their academic future.
3. Ramping up ‘dual enrollment’ opportunities at area high schools. Dual enrollment means that when a high school students takes an approved college course offered at their high school, they receive both high school and college credit. Bakersfield College has offered chemistry, English and business dual enrollment courses at El Tejon High School, Frazier Mountain High School and the KHSD Regional Occupational Center. An extensive schedule of general education, dual enrollment courses have been offered over the last two years at Delano’s Paramount Academy, a charter school. (See page XX). According to the CCRC at Columbia’s research over the past five years, dual enrollment students are more likely to improve success in at a college or university. Bakersfield College’s goal is to provide Kern County high school students with an early start through more dual enrollment options.
4. Focusing on collaborative initiatives with local high schools and businesses to create new career pathways for students and a seamless transition from high school to college. The grant-funded, Paramount Agriculture Career Academy (PACA) is designed to provide high school students with solid preparation for college and a foundation to pursue careers in agriculture and plant science (refer to CTE Plan, p. 31). Bakersfield College is also collaborating with local high schools and California State University, Bakersfield (CSUB) to improve the preparation of all students for college, in particular, students who are underrepresented in higher education. The California Academic Partnership Program (CAPP) brings together leaders and discipline faculty to focus on expository writing, reading, math and effective academic support systems like the high schools’ AVID program and Bakersfield College’s Habits of Mind.

## **Bakersfield College Students at a Glance**

### *Ethnicity*

Bakersfield College students are diverse in ethnicity and race. Over the past five years the Latino population has significantly increased by of 11% and is currently at 67.17% of first-time students.

Race & Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
<b>Bakersfield College</b>						<b>% Points</b>
African American	7%	7%	7%	6%	5%	-2
American Indian	1%	1%	1%	0%	1%	0
Asian/ Filipino/ Pac. Isl.	5%	5%	4%	5%	4%	-1
Hispanic/ Latino	51%	53%	55%	58%	62%	11
White	32%	30%	29%	27%	24%	-8
Two or more races	2%	3%	3%	3%	3%	1
Unknown	2%	1%	1%	1%	1%	-1
<b>Total Students</b>	<b>18,690</b>	<b>19,886</b>	<b>18,078</b>	<b>18,101</b>	<b>18,296</b>	

**Cities of Residence**

Bakersfield College students are primarily from the city of Bakersfield and Delano, a predominately Latino rural community 35 miles north of Bakersfield. Other smaller rural communities make up the remaining 18%. Most of Bakersfield College’s students attend college on the 153 acre Panorama Campus and others attend instructional centers in downtown Bakersfield or Delano.

City of Residence	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Bakersfield College</b>					
Bakersfield	76%	75%	76%	76%	76%
Delano	6%	7%	7%	7%	7%
Arvin	2%	2%	2%	2%	2%
Tehachapi	2%	2%	2%	2%	2%
Wasco	2%	2%	2%	2%	2%
Lamont	2%	2%	2%	2%	2%
Shafter	2%	1%	1%	1%	2%
Other In-District Service Area	4%	5%	4%	4%	4%
Other Out-of-District Service Area	4%	4%	4%	4%	3%
<b>Total Students</b>	<b>18,690</b>	<b>19,886</b>	<b>18,078</b>	<b>18,101</b>	<b>18,296</b>

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**Levels of Education**

Bakersfield College students who hold high school diplomas are the overwhelming majority and the number has increased by 5% over the last five years. Despite this, 84% of first-time students are underprepared, which means that students are not ready for college-level English, math or reading or a combination of these.

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**Educational Goals**

Bakersfield College students are asked to indicate their educational goals when entering college. Over 59% indicate that their goals are to earn a bachelor’s degree either with or without an associate of arts (AA) degree in the process. Only 9% indicate a goal to reach an AA or certificate alone. A

21 KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.7.

22 KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.9.

significant number of students (17%) have goals other than degrees, certificates or transfer and an additional 15% indicate that they are undecided. Bakersfield College has plans in place to address the number of ‘undecided’ students. Early intervention and the development of either an ASEP or SEP and the strategies employed in the outreach and mentor program. ‘The Making it Happen’, are designed to for early and intrusive intervention.

Educational Goal	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>Bakersfield College</b>					
Associates degree w/out transfer	4%	3%	2%	2%	5%
BA after completing AA	51%	49%	50%	50%	49%
BA w/out completing AA	8%	8%	7%	7%	10%
Vocational degree/certificate	4%	4%	4%	3%	4%
Other <sup>1</sup>	18%	21%	21%	20%	17%
Undecided	13%	14%	16%	17%	14%
Unknown/ Uncollected	2%	1%	0%	1%	1%
<b>Total Students</b>	<b>18,690</b>	<b>19,886</b>	<b>18,078</b>	<b>18,101</b>	<b>18,296</b>

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## Bakersfield College Degrees and Certificates

The founding of Bakersfield College was tied to the idea of bring Berkeley to Bakersfield. Bakersfield College has historically been identified as a transfer institution focusing on students completing freshman and sophomore general education requirements, and then transferring to a four-year university. Bakersfield College’s current offering of degrees reflects a new approach to transfer. Recent legislation, Student Transfer Achievement Reform (STAR) Act, (SB 1440), mandated California community colleges and the CSUs to reach agreements on specific transfer pathways or transfer major requirements for students. Bakersfield College now has 18 state-approved, transfer pathways, called Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T). Students, who complete the requirements for these clear, transfer pathways at Bakersfield College, are guaranteed admission into the CSU system.

Bakersfield College has also expanded its programs to offer more Career and Technical Education pathways, which lead to degrees, certificates or employment. CTE degrees may also lead to transfer, like the new Business Administration AS-T degree and the proposed Computer Science AS-T Degree. Certificates are short-term programs that provide in-depth study and skill attainment and are likely to lead directly to employment. Whether it is the Child Development Teacher Certificate of Achievement that supports a state required permit to teach in a children’s center or A Principles of Fluoroscopy Job Skills Certificate, students who earn a Bakersfield College certificate are prepared to enter the workforce. (See CTE Plan, page XX)

Recognizing that 84% of the students who enroll in Bakersfield College are underprepared for collegiate course work has caused Bakersfield College to refocus its efforts to provide support for students inside and outside of the classroom. Supplemental instruction, embedded remediation, compressed and accelerated courses are part of the redesign of curriculum that increases success and completion and reduces the time to reach college level courses.

Bakersfield College offers 78 degrees (18 are associate degrees for transfer), 40 certificates and 23 local Job Skills Certificates (see list in Appendix C). TRACY and DONNA REVISING

**Student Awards**

Awards	2008-09	2009-10	2010-11	2011-12	2012-13	5-year % change
<b>Bakersfield College</b>						
AA/AS	1,039	977	941	889	778	-25%
AA-T/AS-T				4	31	--
Certificates of Achievement	233	250	169	226	283	21%
Job Skills Certificates	551	485	529	671	736	34%
<b>Total Awards</b>	<b>1,823</b>	<b>1,712</b>	<b>1,639</b>	<b>1,790</b>	<b>1,828</b>	<b>0%</b>

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**Top Three Awards**

AA/AS Degrees: Liberal Studies, Registered Nursing, Business Administration  
 Certificates: Child Development Assistant Teacher, Child Development Associate Teacher, Emergency Medical Technician

**Bakersfield College Enrollment Trends**

*Student Enrollment*

	Fall 2011	Fall 2012	Fall 2013
Student Headcount	17,726	17,741	18,154
Enrollment at Census	52,111	50,784	52,752
Sections Offered	1,554	1,588	1,599
FTES (FT Equivalent Students)	5,804	5,943	6,254
Productivity (FTES/FTEF)	17.0	17.7	17.8
Delano FTES	444	455	453
Weill FTES	106	96	110
Online FTES	369	362	378

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Bakersfield College’s student headcount had steadily declined between 2008 and 2011, following a statewide trend of decreasing enrollment for California’s community colleges as a result of severe state budget cuts. California’s Great Recession fueled cutbacks for adjunct faculty and student support and reduced course offerings. According to the Public Policy Institute of California, staff and course limitations led “to a dramatic reduction in access to the community colleges.

24 KCCD Institutional Research and Reporting, ODS Report, August 2014

25 KCCD. Fast Facts 2013. Jan. 2014. Web. 8 June 2014.

Participation rates reached a 20-year low in California” during this time, data show.<sup>26</sup> Since 2011, student enrollment at Bakersfield College has increased slightly but is expected to stabilize during 2014-15.

Bakersfield College Panorama campus continues to be the major enrollment site. Online enrollment is second with 14% and Delano campus represents the second largest physical enrollment site at 10%.

Campus	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
<b>Bakersfield College</b>						<b>% Points</b>
Bakersfield Main	78%	76%	77%	79%	79%	1
Online	15%	16%	14%	14%	14%	-1
Delano	9%	9%	9%	10%	10%	1
Bakersfield Area	14%	14%	13%	11%	9%	-5
Northwest Extension	1%	3%	4%	4%	3%	2
Weekend Classes	3%	3%	2%	1%	3%	0
Weill Institute	2%	3%	3%	2%	2%	0
Shafter-Westec	4%	4%	3%	3%	2%	-2
Arvin-Lamont	0%	1%	1%	1%	1%	1
Apprenticeship	1%	1%	1%	1%	1%	0
ITV	3%	0%	0%	0%	0%	-3
Stockdale High School	4%	3%	3%	0%	0%	-4
<b>Total Students</b>	<b>18,690</b>	<b>19,886</b>	<b>18,078</b>	<b>18,101</b>	<b>18,296</b>	

<sup>27</sup>

<sup>26</sup> Bohn, Sarah, Belinda Reyes and Hans Johnson. *The Impact of Budget Cuts on California's Community Colleges*. March 2013. Web. 5 June 2014.

<sup>27</sup> KCCD Institutional Research and Reporting, *Internal Scan*, June 2014, p.17.



**Retention** = A,B,C,D,F,I,P,NP / A,B,C,P,D,F,I,NP,W,DR

**Success** = A,B,C,P / A,B,C,P,D,F,I,NP,W,DR

**Bakersfield College**

Bakersfield College Success & Retention Rates	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change
	<i>% Points</i>					
<b>Overall Retention Rate (All Courses)</b>	84.2%	84.0%	82.7%	83.2%	85.1%	0.9
<b>Overall Success Rate (All Courses)</b>	65.5%	65.8%	64.3%	66.1%	68.0%	2.5
<b>Success Rates by Course Type</b>						
Online Course Retention	74.7%	75.1%	73.0%	71.4%	75.0%	0.3
Online Course Success	48.7%	50.6%	47.7%	48.3%	52.6%	3.9
Basic Skills Course Retention	80.8%	79.3%	78.9%	79.8%	81.8%	1.0
Basic Skills Course Success	53.6%	50.9%	51.3%	54.8%	57.7%	4.1
CTE Course Retention	88.7%	87.6%	86.8%	86.6%	88.6%	-0.1
CTE Course Success	77.0%	76.0%	75.1%	75.1%	77.4%	0.4

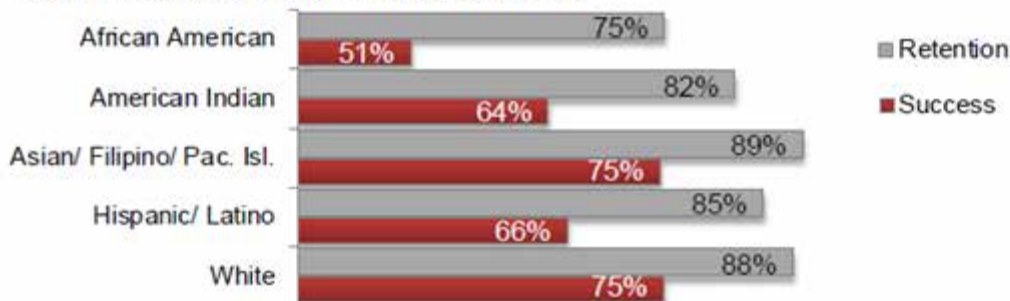
28

*Success and Retention by Ethnicity*

Bakersfield College is committed to address inequitable success and retention among our students, like the disproportionate retention and success rates of African American students. Bakersfield College has developed two strategies addressing this disparity. The African American Mentor Program (AAMP) and the African American Success thru Excellence and Persistence (ASTEP) program that has established a structured support system and including the African American community to provide close mentorship and contact with African American students at Bakersfield

African Americans have the lowest retention and success of any group - only half of all African American students enrolled at Census Day successfully complete the course. Asian and White students tend to have the highest retention and success rates.

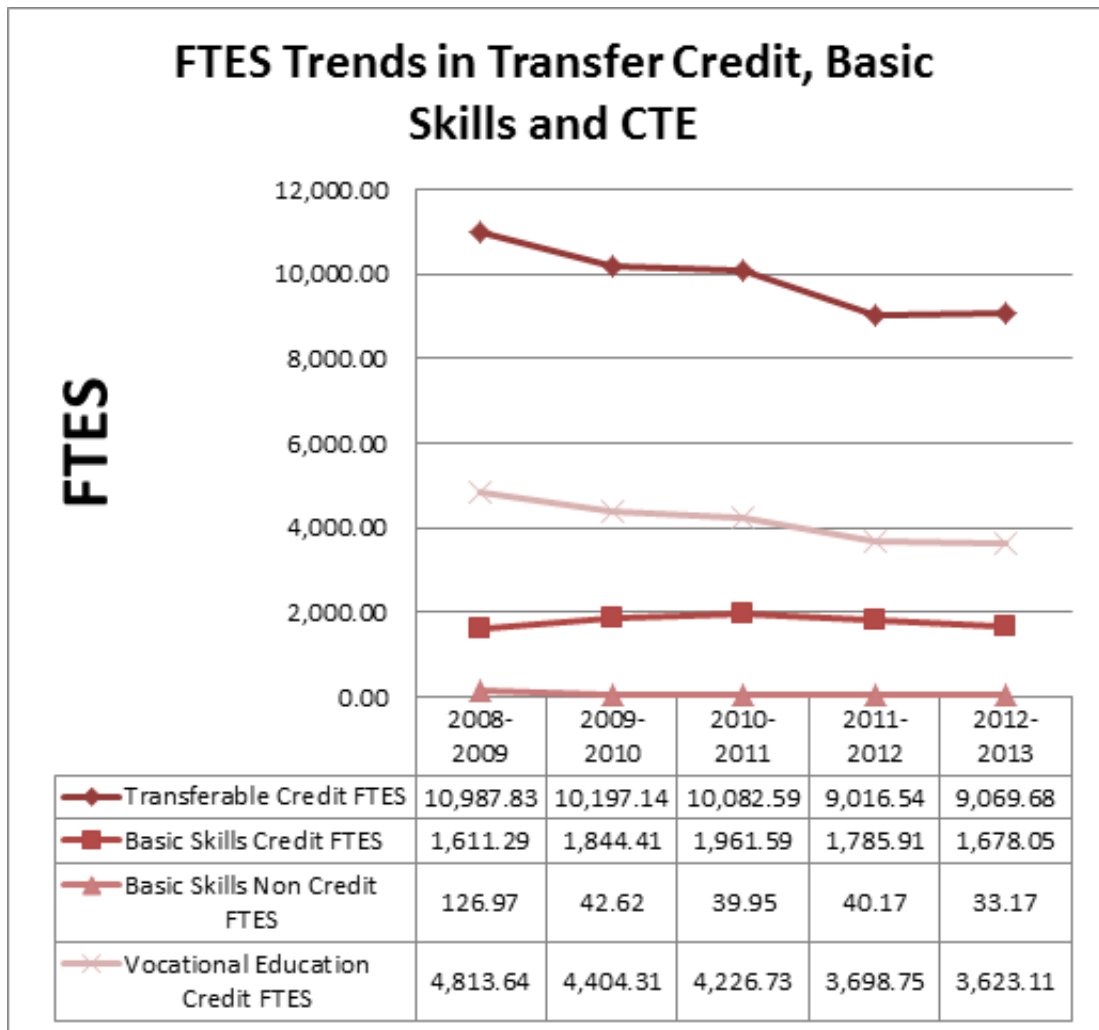
**BC 2012-13 Success & Retention by Course Ethnicity**



College.

*Bakersfield College's Enrollment Trends*

Bakersfield College students enroll in one of three main curriculum areas, Career and Technical Education, Transfer and Basic Skills. Enrollments are tracked by the number of Full Time Equivalent Students (FTES). The majority of FTES is found in the transferable credit area, followed by vocational education credit, then basic skills. Approximately 84% of students included in the transferable credits data are underprepared for college and need basic skills instruction in writing, reading or math. In recognition of the high percentage of underprepared students at the College, supplemental assistance is offered to support students' success. Enrollment trends over the last three years remained steady for CTE and Basic Skills in spite of reductions in course offerings due to state budget cuts over the last five years. The majority of the reductions at Bakersfield College were in



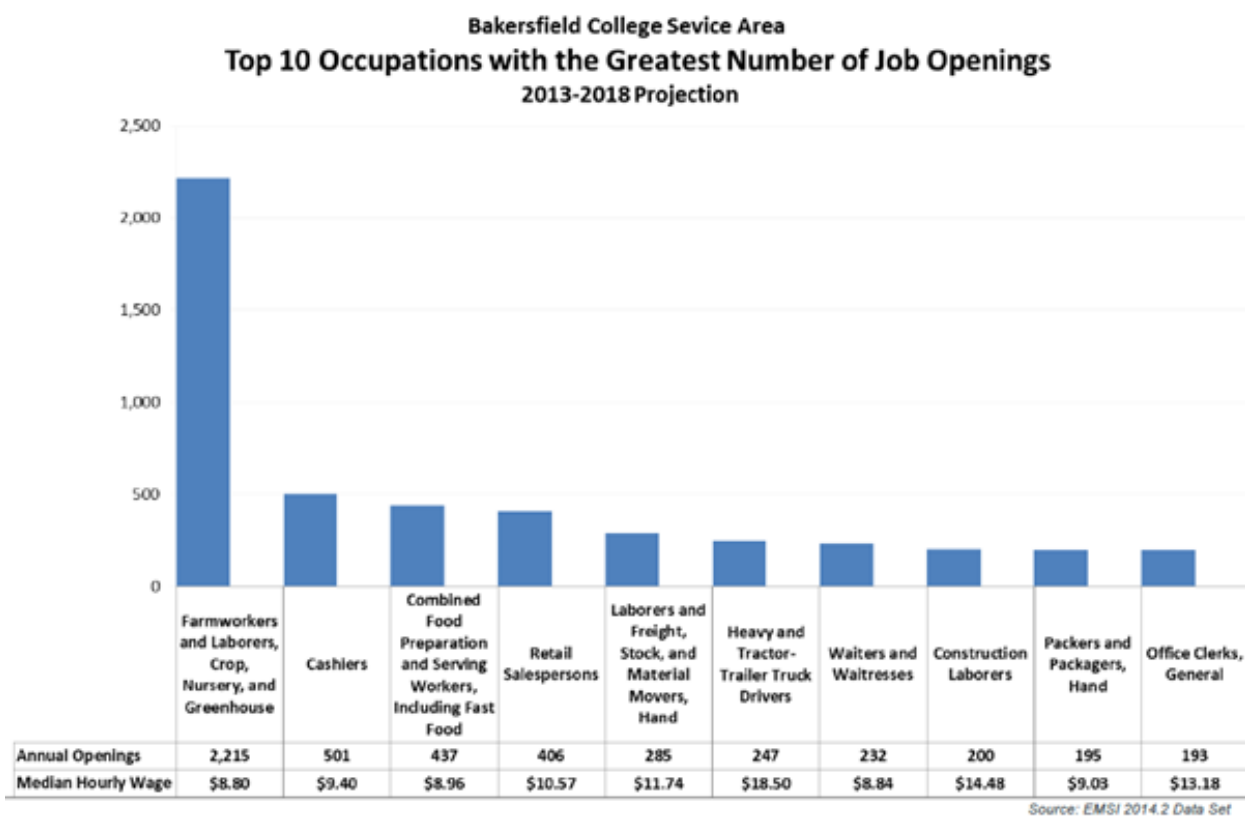
transfer courses offerings.

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# Career and Technical

# Education Plan

Bakersfield College plays a critical role in connecting students of the southern San Joaquin Valley to a pipeline of highly skilled, in-demand careers through its Career and Technical Education (CTE) programs. The College works with an array of industry and education partners to identify the most critical areas of workforce demands throughout the greater Bakersfield area and surrounding rural communities. The diversity of CTE pathways grows each year, with 19 programs currently available for students to pursue, ranging from the deeply needed regional workforce in agriculture to the



expanding fields of industrial technology and healthcare (see details for each CTE program in Appendix B, including program abstracts, strengths, challenges and opportunities).

CTE programs prepare students for employment in high skill, high demand technical careers in a competitive global economy. Students acquire skills that prepare them for successful career entry, advancement, and/or continuing education. These skills transfer directly from the classroom to the job site and provide them with a foundation for learning throughout their careers. Bakersfield College’s CTE programs are organized into 6 career pathways based on California’s 15 industry sectors. The pathways are: Agriculture & Natural Resources, Arts, Media & Communication, Business, Management & Information Technology, Engineering & Industrial Technology, Health Services and Public & Human Services.<sup>30</sup>

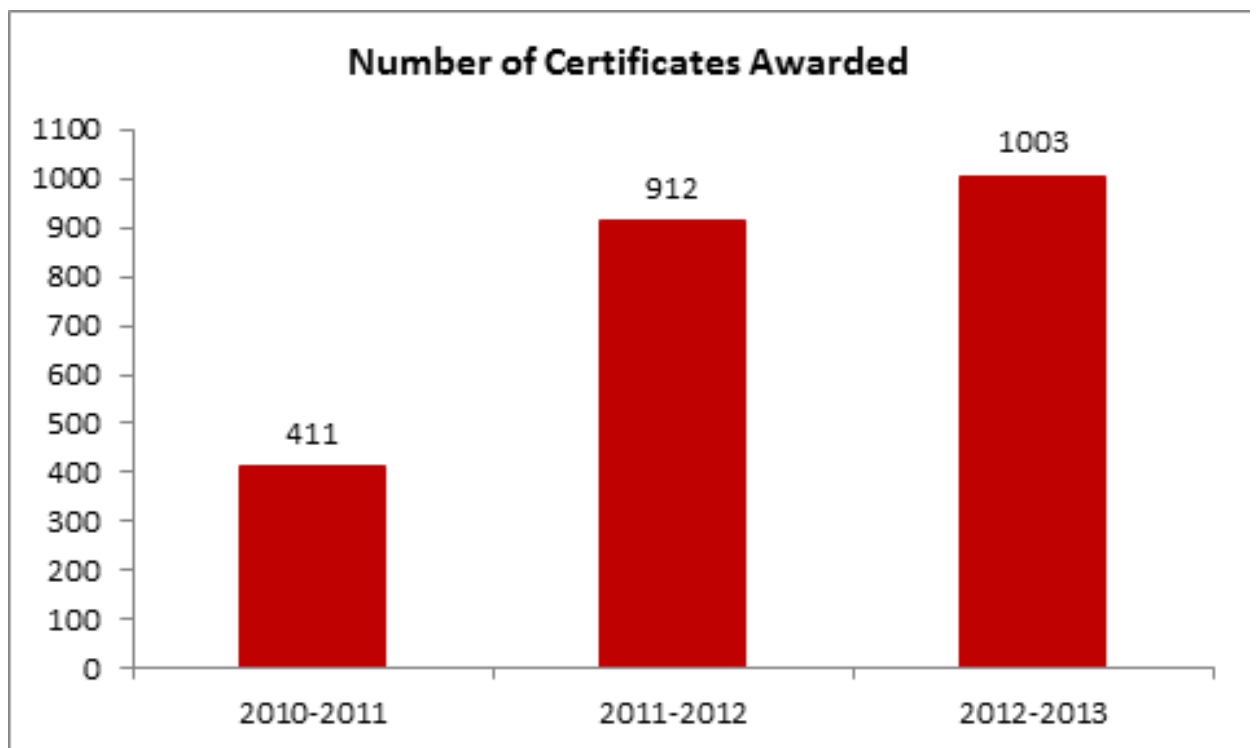
- *Agriculture & Natural Resources*: Agriculture, Agriculture Business Management, Animal

<sup>30</sup> Carter, Leah, Cindy Collier, Liz Rozell CTE Strategic Plan. BC, 10 Aug. 2013. Web. 28 May 2014.

Science, Environmental Horticulture, Forestry, Horticulture, Plant Science, Registered Veterinary Technician

- *Arts, Media & Communication*: Photography, Digital Arts, Journalism
- *Management & Information Technology*: Business Management & Information Technology, Computer Science (formerly Computer Studies), Web Development, Office Assistant, Accounting, Bookkeeping, General Business
- *Engineering & Industrial Technology*: Architecture, Automotive Technology, Construction Technology, Electronics Technology, Engineering Technology, Industrial Technology, Industrial Drawing/CAD, Manufacturing Technology, Welding, Woodworking
- *Health Services and Public & Human Services*: Child Development, Fire Technology, Radiologic Technology, Registered Nursing, Vocational Nursing, EMT

The overall number of Job Skills Certificates and Certificates of Achievement issued by Bakersfield



College has increased substantially for each of the last three years. These certificates are designed as direct pathways to specific careers. See table below:

### ***Partnerships with High Schools***

Bakersfield College has built a strong foundation in CTE and continues to update and develop instructional programs by matching curricula with evolving needs of the local labor market. Bakersfield College is tying these programs to the larger vision of helping students starting in the 9<sup>th</sup> grade so they can gain marketable skills and experience a seamlessly transition into career pathways and college. This process includes increasing articulation agreements and dual enrollment opportunities, as well as strengthening other high school partnerships.<sup>31</sup>

The College has articulation agreements with 39 area high schools in Kern County. Bakersfield College and high school faculty work closely to align learning outcomes in the articulated courses. Students who successfully complete an articulated high school course earn college credit. This creates a seamless transition from high school to a college certificate, associate or transfer degree without duplicating coursework. It is a streamlined approach to educating workers for California's 21<sup>st</sup> century labor market.<sup>32</sup>

### **Looking Ahead—Career and Technical Education**

New pathways are continually under review. Potential programs that could meet emerging needs in the petroleum and agriculture industries are drone technology and programs to address the State's pressing drought impact. Also under consideration is the development of a viticulture program, the study of growing grapes to produce wine.<sup>33</sup>

In order to prepare more Kern County residents for employment, Bakersfield College is committed to address the pressing need for adult education. Bakersfield College has joined a regional consortium that will assess current services, the unmet need and delivery of education in this rural area. This initiative is funded by Assembly Bill 86, with \$25 million to provide two-year planning and implementation grants to regional consortia of community college and school districts. The legislation seeks to gather regional plans to better serve the educational needs of adults.<sup>34</sup>

Bakersfield College's CTE agriculture faculty have built on a signature partnership with Paramount Academy, a charter school in Delano, to establish Paramount Agriculture Career Academy (PACA). The Academy is a regional collaborative and includes Paramount Academy Charter School, four school districts, three community colleges, six major agriculture production and processing companies, and Paramount Education Programs (PEP).<sup>35</sup> Agriculture faculty members have successfully designed the partnership so that high school students have the opportunity to earn college credit for courses in agriculture while in high school. The College has developed a cohort of students who will be able to complete four years of high school at either Paramount, McFarland or Wasco Union High Schools, and also earn a diploma or a State-approved community college certificate in one of three pathways<sup>36</sup>:

- *Agricultural Business Management (transfer)*: Students will be able to apply principles and technical skills in human resources, purchasing, storing, inspecting, marketing and selling agricultural products.
- *Agricultural Mechanics (non-transfer)*: Students will be able to focus on skills, knowledge and training needed for employment in equipment repair maintenance and assembly.
- *Plant Science (transfer)*: Students will be able apply the theories, principles and practices involved in production and management of food and soil conservation.

These certificates or associate arts degrees will qualify students for a variety of agriculture industry positions in accounting, general administration, human resources, procurement or supervision.

32 BC. "Tech Prep, Bakersfield College: From High School to College and Beyond!" Web. 27 May 2014.

33 Bakersfield College Dean of Instruction. Phone interview. 7 May 2014.

34 Chancellor's Office, CA Community Colleges. AB 86: Collaborating to Better Serve the Educational Needs of Adults. Web. 27 May 2014.

35 Grant Application. California Career Pathways Trust Application Narrative. "Paramount Academy Parts 1 & 2." Web. 28 May 2014.

36 Bakersfield College Dean of Instruction. Phone interview. 7 May 2014.

PACA students will learn from and be mentored by employees from local industry partners such as Paramount Citrus, Paramount Farming, Paramount Farms International and Roll Global. The PACA summer program will begin in 2014-2015 with 280 9<sup>th</sup> graders. Over the next five years, the number of students in agriculture pathways is expected to increase to 1,360 students.

Bakersfield College is one of the PACA regional partners, along with Reedley and West Hills community colleges, to offer college courses in high school districts. Students will earn college credit through dual enrollment for both general education and agriculture courses, beginning in the 9<sup>th</sup> grade. Students in the program could earn from 45 to 60 transferable college credits.

These career pathways, along with other Bakersfield College initiatives, strengthen the College's commitment to meeting a growing demand for skilled workers in agriculture automation and advanced technology. Upcoming employment opportunities include positions in manufacturing, packaging, and particularly water systems and controlling water use, according to the 2014 policy report *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture*.<sup>37</sup>

### ***A Consortium for Better Jobs***

In addition to expanding the various Career and Technical Education programs, Bakersfield College has recognized the need to embed basic skills development within the CTE curriculum in the form of contextualized learning. This approach also includes experiential learning through internships as part of the College's priority to help students move from certificate or degree completion to the workplace as quickly and effectively as possible. These initiatives are funded by a federal grant to the Central California Community Colleges Committed to Change (C6) consortium, which is comprised of 11 community colleges from the Central Valley Higher Education Consortium. The U.S. Department of Labor and Department of Education Grant, focuses on two components: the Workforce Initiative and College Readiness. The 2014 C6 Consortium Narrative outlines how Bakersfield College faculty and officials have worked to create "accelerated, intensive programs of study so students can earn a degree or credential of value in a reasonable amount of time, enabling them to enter the workforce of critical industries with growing occupational demand." The project aims to serve 3,069 students.<sup>38</sup>

The geographically large San Joaquin valley "presents challenges in delivering services to the potential target population of trainees as well as providing a large enough scope of employment opportunities in a given geographic area."<sup>39</sup> The targeted industries/certificates of the C6 grant are:

- Healthcare
- Agriculture and Manufacturing
- Alternative fuel credentials: State licensing and certifications
- Welding

A key component of the C6 grant is embedded remediation addressing the skill level that has been

<sup>37</sup> Klowden, Kevin and Priscilla Hamilton. Milken Institute. *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture*. April 2014.

<sup>38</sup> C6 Consortium. "C6 Consortium Narrative." 1, 35. Web. 27 May 2014. [http://c6.whccd.edu/labor/Documents/WHCL-C6-Consortium\\_Narrative\\_Final.pdf](http://c6.whccd.edu/labor/Documents/WHCL-C6-Consortium_Narrative_Final.pdf)

<sup>39</sup> C6 Consortium. "Executive Summary: C6 Dept. of Labor TAACCT Grant." 2. Web. 27 May 2014.

identified by employers and needed by students.<sup>40</sup> Bakersfield College is working toward integrated program design where “students enroll in a single, coherent program—not unconnected courses.”<sup>41</sup> Research shows that “student outcomes in terms of persistence and completion at community colleges would be significantly enhanced by programming that offers more intentionally designed pathways, reducing the complexity of registration, course selection, and course scheduling and offering the student greater transparency, simplicity, and predictability in this process.”<sup>42</sup>

As of December 2013, 121 students have completed training programs, including the Certified Nurse Assistant cohort, paramedic cohort, Licensed Vocational Nurse to Registered Nurse cohort, Certified Nurse Assistant to Home Health Aide cohort and welding cohort. The Bakersfield College consortium program reports an enrollment of 355 students enrolled to date, with a 94% student retention rate for all programs.<sup>43</sup> Building on the success of the C6 grant, Bakersfield College is participating in a new C6 grant application, which would support new programs in the healthcare, manufacturing and agriculture industries. In healthcare, under the Allied Health umbrella, Bakersfield College seeks to add four new areas: a Registered Nurse work-study program; a medical assisting program leading to a Certificate of Achievement; a CNA/Home Health Aide/Acute Care Aide program that leads to a Job Skills Certificate; and a central service/supply technician Job Skills Certificate program. Manufacturing faculty plan to develop three new industrial maintenance courses that emphasize troubleshooting and repair. These courses will be paired with existing courses to provide an introduction to electronics, welding, and mechanical systems to complete an Industrial Maintenance Certificate. And in agriculture, Bakersfield College intends to develop programs for farm maintenance technicians, natural resources and food processing “farm to fork” quality control.<sup>44</sup>

### **Measuring Success in CTE Programs**

Bakersfield College’s CTE programs are supplemented with funds from the Carl D. Perkins Vocational-Technical Education Act (VTEA). VTEA, a federal program, requires the College to set specific performance targets for core indicators. These are in alignment with the College’s strategic focus goals and institutional level outcomes. Bakersfield College tracks CTE indicators of Skill Attainment, Completion, Persistence, Employment, for all students and Participation and Completion rates for females or males in non-traditional occupations. The California Community College Chancellor’s Office provides detailed data for analysis of all CTE programs, based on degree and certificate holders’ wage earnings three years after receiving their awards. This is one way to measure CTE program success. Over a period of 8 years, 2001—2009, the top five highest wage earnings areas are nursing, machining and machine tools, electrical, sheet metal and structural metal and architecture and architectural technology ranging from \$70 to \$55 thousand a year.

Bakersfield College has strengthened its CTE outreach efforts, career pathway guidance and hands-on, experiential learning for students. By increasing availability of educational advisors, recruitment efforts have increased in the communities served by Bakersfield College. The number of students

<sup>40</sup> C6 Consortium. “C6 MOU.” 24 Mar. 2011. Web. 29 May 2014.

<sup>41</sup> C6 Consortium. “C6 Consortium Narrative. 12. Web. 6 June 2014.

<sup>42</sup> C6 Consortium. “C6 Consortium Narrative. 12-13. Web. 6 June 2014.

<sup>43</sup> BC. *Quarterly Narrative: RED Team and College Lead Progress Report Guideline. Central California Community Colleges Committed to Change. Oct-Dec 2013. Web. 28 May 2014.*

<sup>44</sup> Bakersfield College Dean of Instruction & Bakersfield College Allied Health C6 Program Manager. *Emails. 10 June 2014.*

placed in the internship program has increased. CTE educational advisors visit classrooms to educate students about certificate completion, and working closely with students near completion of certificate or degree requirements. The number of certificates has increased since this focused effort began. Although hands-on, experiential learning has always been an integral part of CTE programs, Bakersfield College is partnering with local employers to develop internships. Employers and college staff establish the requirements for workplace internships and employers interview prospective interns. Students are prepared for an internship through a Job Readiness Academy where they receive training about the soft skills of communication, teamwork, customer service and work ethics. Students are also able to earn college credit through their internship experience. Over 100 internship opportunities have been developed. Bakersfield College, like other California community colleges, also partners with local unions to provide on-the-job-training through an apprenticeship program. The apprenticeship program places students in the field with an experienced journeyman. Additional “related and supplemental instruction” is provided by the employer in the evenings or on weekends.

CTE faculty, advisors, and administrators engage local industry representatives through advisory boards and program events. Programs are kept current through advisory board recommendations about workforce skills, emerging trends and employment opportunities. In addition, faculty are fully invested in tracking student progress and analyzing trends in order to meet employer needs and meet reporting requirements for grants.

### ***Highlights from Bakersfield College’s CTE Programs***

CTE Programs are shifting priorities and updating curriculum to better support students in transferring or becoming employable in Kern County.

*Agriculture & Natural Resources Pathway:* Bakersfield College’s Agriculture faculty are involved in developing new degrees, outreach efforts, and creating industry partnerships. Agriculture coursework is being revised to align with new AA-T/AS-T agriculture degrees. These new transfer degrees will create clear pathways for transfer and make the degrees more achievable (refer to Transfer Plan, p. 49). Agriculture faculty have built on their strong relationships with high schools and the community to recruit students and develop leadership opportunities across the various agriculture programs. In a new partnership with Roll Global, an international agricultural corporation, Bakersfield College faculty, staff and administrators designed the first agriculture career summer campus for middle school students, PACA. This summer residential program provided middle school students with hands-on projects to learn about agriculture and related careers. The Agriculture Department is also taking the lead in organizing the first annual Kern Agriculture Summit, to be held in October 2014. Rep. Kevin McCarthy, Majority Leader of the U.S. House of Representatives, will serve as chair of the Summit. Karen Ross, Secretary of the California Department of Food and Agriculture, will be a keynote speaker.<sup>45</sup> This event will bring together high-level leaders from the Central Valley’s largest agriculture companies to focus on the latest issues of water shortage and Kern County employment needs.

*Engineering & Industrial Technology:* Architecture, Automotive Technology, Construction Technology, Electronics Technology, Engineering Technology, Industrial Technology, Manufacturing Technology,



Welding, Woodworking. Bakersfield College's Electronics Faculty have developed a long range plan to provide technicians for the electronics and engineering fields. The Engineering Technology degree has been redesigned and will prepare students for jobs as engineering technicians. Future job skills certificates will include Industrial Automation, Industrial Communications and Industrial Maintenance. Bakersfield College has effectively utilized VTEA and STEM grant funds to provide the necessary equipment for automation courses that are inter-disciplinary and incorporate elements of electrical and computer engineering, Computer Integrated Manufacturing (CIM) and robotics. Industrial Design faculty have developed a Design Center to prepare students to fabricate 3-D prototypes using a specialized printer and laser equipment. Students are now able to take a design from idea to product, increasing the skill set they need in industry and also motivating them. Establishing articulation agreements, bringing students on campus for an open house or building relationships by visiting high schools, Bakersfield College faculty are making sure area high school students have an early start on college. The Electronics program has also designed an engineering pathway for Project Lead the Way (PLTW) a Kern High School District program that introduces students to the fields of engineering and electronics. The Welding Program has expanded over the last five years, with a demonstrated increase of 100% in certificates awarded. This high demand, high wage program connects students with prospective employers. The College has maintained its strong welding program on the Panorama campus and is now building a welding program on the Delano campus. Welding and the proposed Industrial Maintenance program in Delano will support the goals of the Rural Communities Initiative, by addressing the high unemployment rates in the area. Construction Technology faculty recently updated curriculum to include sustainability concepts into residential construction courses. This change also reflects the College's value of sustainability. Additional funding is being sought to support this program that prepares students for an identified growth industry in Kern County.

*Health Services and Public & Human Services:* Allied Health, Child Development, Fire Technology, Radiologic Technology, Registered Nursing, Vocational Nursing, Emergency Medical Technician In the Health Services field, Bakersfield College has established a plan to expand existing programs and develop new programs to meet emerging needs in Kern County. A recently established Home Health Aide program provides short-term training and entry into an employable field. Other short-term programs are being considered for development, Medical Equipment Preparer or Pharmacy Technician. Whether it is providing a short term training or a degree program like Respiratory Therapy, Bakersfield College is responding to the needs of the fast growing Health Services Industry in Kern County. Bakersfield College's Allied Health programs have a long history of securing grants and developing strong partnerships with community hospitals. Nursing faculty who have participated in the C6 grant are committed to building on the strategies developed in the grant: improving student success, increasing the use of technology to improve instruction and decreasing materials cost through the development of open (fee) education resources (OERs). Both grants and partnerships will be beneficial in garnering financial support for startup costs and developing new programs to meet employment needs. Bakersfield College's success and retention rates are generally higher than the state averages for Allied Health and Fire Technology.

#### ***Growth Opportunities for Existing Programs***

- Agricultural Business (building the program)
- Agricultural Mechanics (redesigning the program)

- Pest Control Management
- Viticulture
- Water Technology
- Web 2.0

**CTE Retention/Success Rates Statewide Comparison**

<b>Bakersfield College Success and Retention Rates</b>											<b>CA Success Rate</b>
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2013
	Bakersfield College Retention Rate					Bakersfield College Success Rate					
Certified Nurse Assistant-123030	97.0%	83.7%	84.4%	94.9%	96.4%	90.9%	75.6%	82.2%	89.8%	96.4%	89.89%
Emergency Medical Services-12500	94.5%	88.9%	100.0%	91.0%	100.0%	86.3%	86.7%	92.5%	67.9%	78.6%	75.43%
Fire Academy-213350	100.0%	100.0%	97.0%	100.0%	98.3%	100.0%	94.5%	97.0%	94.3%	93.3%	92.60%
Fire Technology-213300	98.5%	99.2%	99.9%	100.0%	99.8%	95.5%	96.7%	98.6%	99.6%	99.5%	87.86%
Licensed Vocational Nursing-123020	96.2%	100.0%	94.1%	92.3%	95.3%	95.1%	99.4%	92.2%	90.8%	94.5%	92.12%
Radiologic Technology-122500	99.3%	100.0%	100.0%	96.9%	100.0%	98.0%	98.7%	99.3%	96.9%	100.0%	92.80%
Registered Nursing-123010	98.2%	98.1%	97.5%	97.9%	98.5%	95.3%	96.4%	90.9%	92.7%	94.6%	92.75%
Wildland Fire Technology-213310	92.6%	100.0%	95.6%	100.0%	100.0%	91.4%	98.0%	94.9%	92.4%	96.2%	83.15%

# TRANSFER PLAN

Transfer is one of the three primary functions of the community college mission. Bakersfield College has developed clear transfer pathways for students as a function of curriculum and articulation. Identifying and communicating these pathways is a joint responsibility of Academic Affairs (Instruction) and Student Affairs. The full implementation of Senate Bill 1440, called the Student Transfer Achievement Reform Act, is expected to have a significant impact on the number of students who transfer from California community colleges to the CSU system. This initiative established a state-wide system for approving Transfer Model Curriculum (TMC) for individual disciplines or majors. Faculty from community colleges and the state universities review and approve the major course requirements that become templates or prescriptive plan students. The Associate of Arts (AA-T) and the Associate of Science (AS-T) transfer degrees are limited to 60 college credits and cannot include additional local college requirements. Templates for the top 25 community colleges majors were initially developed and since then additional TMCs have followed. The benefit for students who complete the AA-T or AS-T requirements; complete the CSU General Education Breadth or IGETC, Intersegmental General Education Transfer Curriculum, requirements; and have a grade point average of at least a 2.0, is that they are guaranteed admissions to a CSU. Upon transfer, their CSU Bachelors of Arts or Bachelors of Science degree can have no more than 60 additional units in the major. These new degrees simplify what was once a complex transfer pathway for all students but in particular for first generation students. It is expected that the number of Bakersfield College students transferring to a CSU with a degree will increase.

Bakersfield College committed to develop 20 AA-T and AS-T degrees by fall of 2014 and to date, the college has received state approval for 18 new transfer degrees. Computer Science, Economics, Early Childhood Education, Elementary Teacher Education, Philosophy and Chemistry are either waiting state approval or are under development.<sup>47</sup> Additional transfer legislation, SB440, sets guidelines for greater collaboration between community colleges and CSUs, specific timelines to develop and approve AA-T and AS-T degrees, and a new type of degree, built around “areas of emphasis” or similar majors. As new TMCs are approved, Bakersfield College will follow the timelines embedded in the legislation to ensure that the degrees receive state approval within 18 months. Early indicators are that a state approved model curriculum will be developed for high unit majors like engineering and nursing.<sup>48</sup> The AA-T and AS-T degrees provide students with a well-defined transfer pathway, ‘a blue print for their future’.

## **Transfer Center**

Bakersfield College has a long-established Transfer Center that provides support for students through direct counseling and advising and numerous informative workshops. To strengthen the College’s transfer efforts, the Academic Senate developed six goals as part of a 2010 transfer plan. The goals align with College goals and values and support the increase of transfer students, collaborative partnerships with transfer institutions, improved services and revision of policies and process to strengthen and clarify the transfer process and support students who have been

<sup>47</sup> Dean of Instruction. *Transfer program updates*. 27 May 2014.

<sup>48</sup> Bakersfield College Executive Vice President and Administration. “*Transfer Strategic Plan*.” Aug. 2013.

historically underrepresented. Progress toward meeting the Senate's established goals:

- Completed 18 state approved AA-T or AS-T degrees by Fall 2014
- Tracking state approved Model Curriculum pathways for high-unit degree disciplines like Engineering, Nursing, Chemistry
- Provided discipline-specific orientations and activities inside and outside of the classroom
- Implemented a new counseling and advising Student Educational Planning (SEP) model
- Utilized technology to better support the student educational planning process, My Degree Works <sup>49</sup>

Bakersfield College's Student Affairs has focused on the challenges that students, especially first generation students, encounter when enrolling in college. In response, a comprehensive student education plan model has been developed to counsel and advise students. That plan includes a more intrusive approach to counseling and advising; an extensive career development model; and greater student access to technology. This model plan has designed to better support all students in identifying a career pathway and better inform the development of their educational plans. For example, My Degree Path, an online approach to educational planning, provides students, counselors, and advisors with an accessible degree audit system and student education plan that can be easily updated and remain current.

Maintaining quality programs and clear pathways is a process that starts at the program level and moves through the curriculum review process. In spring 2013, faculty in multiple departments engaged in the serious work of reviewing their curriculum, degree requirements, and pathways to completion. Computer Studies redesigned degree requirements and developed the more focused major of Computer Science that includes a new AS-T degree and certificates. Agriculture is reviewing curriculum to better align with degree requirements for AS-T degree pathways. Other disciplines like Human Services and Fire Technology now have a one-degree pathway.

Bakersfield College also plans to increase the number of students who transfer to both California public and private colleges and universities through collaborations and partnerships. Bakersfield College and CSUB have partnered on several grants to increase the number of students who earn degrees and transfer in the STEM disciplines of Science, Technology, Engineering and Math. Ongoing dialogue between STEM discipline faculty and the development of articulation agreements has successfully increased the number of Bakersfield College students transferring to CSUB in the sciences. With the development of the growing CSUB engineering program, students enrolled Bakersfield College's engineering program have a seamless pathway from Bakersfield College to CSUB. Employment opportunities in this area for well-paying engineering jobs provide a powerful incentive for students to complete a degree locally. CSUB guidance and counseling personnel have been assigned to the Panorama campus and work collaboratively with Bakersfield College's counseling and advising staff. The Bakersfield College Transfer Center has collaborated with University of Merced, University of California Los Angeles, and private institutions like Fresno Pacific University and National University to provide workshops on admission, majors and careers, writing admission's personal statement, general transfer and transition information. The annual fall Transfer Day Fair brings admissions representatives from CSU, UC, private in-state and out-of-state colleges and universities on the Panorama campus. This well attended event provides Bakersfield

College students with the most current transfer information and helps to create more transfer options for them.

In 2011-12, 831 Bakersfield College students transferred to CSU or UC universities. The top three transfer universities for Bakersfield College are CSU Bakersfield, CSU Fresno, and CSU Northridge. By far, the largest numbers of students transfer to California State University, Bakersfield. It is expected that with the increased number of AA-T and AS-T degrees, and more clearly defined pathways, significantly more students will earn degrees before transferring.<sup>50</sup>

### ***Access & Equity for Transfer Programs: STEM & Beyond***

Responsibility for informing and supporting students about transfer opportunities also reside within academic areas. The Science, Technology, Engineering and Mathematics (STEM) disciplines provide academic support and counseling to promote transfer options for STEM students.

Bakersfield College's STEM initiative, "Turning a Gateway into a Pathway to STEM Degrees for Hispanic and Low-Income Students in the Southern San Joaquin Valley," sets the stage to help students cross the bridge between remediation and transfer preparation.<sup>51</sup> A college career begins at Bakersfield College and takes students to four-year bachelor's degree programs by developing pedagogies, enriching learning environments, providing support services and hands-on classroom resources. As part of the STEM grant, Bakersfield College has organized events to bring together Bakersfield College and CSUB students, faculty, and staff from the seven Bakersfield College STEM disciplines. This initiative has the capacity to significantly impact on the lives of students in the greater Bakersfield area. Bakersfield College serves more than 18,000 students per semester, and of those 57% are Latino. CSUB serves 6,500 undergraduates, with a 43% Latino population. The initiative has been effective in boosting the overall numbers of students involved in STEM coursework, as well as the numbers of Latino students. In its first year, Bakersfield College experienced a 28% growth in enrolled STEM students and increased Latino students' participation in STEM majors.

A generous donation from Aera Energy, one of California's largest oil and gas producers, will support the new Aera STEM Success Center. This modernized facility will provide a centralized location where students will receive supplemental instruction, have extended tutoring and advising services, and be able to study in a quiet area. Plans have been developed to track students' use of the STEM Center to assess student need and services. STEM faculty, counselors and staff regularly extend their support and time to increase faculty-student interaction, a high need for students at a commuter college.<sup>52</sup> The College is also developing curriculum to establish a transfer degree in chemistry. This supports the STEM vision to increase the number of STEM transfers.<sup>53</sup>

Auxiliary programs, funded through grants and sponsorships enhance the learning environment for STEM students. M.E.S.A. supports students through ongoing peer support, trips to colleges and universities, and their model orientation program, Week Zero. This signature orientation program provides students with hands-on learning experiences to ignite their interests and motivate them to

<sup>50</sup> Bakersfield College Executive Vice President and Administration. "Transfer Strategic Plan." Aug. 2013.

<sup>51</sup> Bakersfield College STEM Grant. "Annual Program Review, Year 1. Executive Summary."

<sup>52</sup> Bakersfield College STEM Grant. "Annual Program Review, Year 2. Executive Summary."

<sup>53</sup> Bakersfield College Dean of Instruction Liz Rozell. Email. 4 June 2014.

fully engage STEM studies. Last year, Week Zero included a new Biology Film Study project and Automation/Computer Integrated Manufacturing project. These cross discipline activities have increased student engagement. The STEM program will continue to support and expand such offerings.<sup>54</sup> The A+ Scholarship grant provides transferring STEM students with scholarships and an opportunity to work with faculty on research projects. All of these efforts play a role in helping students remain engaged and to complete their degrees and transfer. STEM student engagement activities include colloquia and seminars with guest speakers who are working in STEM fields. The STEM colloquia brings together STEM students with faculty, engages them in exchanging ideas related to STEM discipline content and STEM disciplines in particular.

### ***Baccalaureate Initiative and Pre-Law Pathway***

Bakersfield College faculty and administrators are seeking to establish the College as a pilot site for the baccalaureate degree through Senate Bill 850, Community College District Baccalaureate Degree Pilot Programs. Bakersfield College is widely recognized for its quality Associate degree in nursing programs. The industry is rapidly changing, however, and bachelor's degrees in nursing are now the standard for entry-level jobs in most areas of California. Both the need and the opportunity for the College to address that need are immediate. Further, the State is facing a shortage of public health nurses, school nurses and nurses for local clinics. This pilot project would build upon existing strengths to meet fundamental community health needs and build the economy. It would maintain the premise and promise of making Bakersfield College nursing graduates among the best-prepared and most competitive in a rapidly changing marketplace. And it would continue a proud lineage of educational innovation for the citizens of the South San Joaquin Valley.<sup>55</sup>

Bakersfield College's proposal of a baccalaureate degree in Applied Science in Industrial Technology, Industrial Automation, or Advanced Manufacturing Automation, is another viable option. There are Industrial Technology degrees or minors at the following public universities: Fresno State, Cal Poly San Luis Obispo, San Francisco State, CSU Los Angeles and San Jose State. Industrial Technology bachelor's degrees generally focus on global issues regarding manufacturing materials and processes, industrial management, quality assurance, applied design processes, facilities planning, and other mid-level management operations. Bakersfield College has exemplary facilities and current technologies that would provide a solid technical foundation to all students.

In addition, expansion to a baccalaureate degree in Food and Beverage Management aligns with serve area needs. Restaurants employ more than 1.4 million workers in California alone. In an industry with razor-thin profit margins, graduates who know management practices and remain current with business trends are better prepared to succeed in the industry. Available jobs are predicted to increase in this industry by 2.3%, and by 9.1% by 2014 according to the National Restaurant Association. Baccalaureate degree holders will be well positioned for these jobs.<sup>56</sup>

Bakersfield College is one of 24 community colleges that entered into an MOU to establish a special relationship with six law schools in the Community Colleges Pathway to Law School Initiative. The program, established under the State Bar of California's Council on Access and Fairness, provides a

<sup>54</sup> Bakersfield College Dean of Instruction Liz Rozell. Email. 4 June 2014.

<sup>55</sup> BC. Bachelor of Applied Science, Bachelor of Applied Technology: New Educational Opportunities for Bakersfield College Students. Prelim. Review. Bakersfield College, 10 Apr. 2014. Web. 29 May 2014.

<sup>56</sup> National Restaurant Association. 2014 Restaurant Industry Forecast. Web. August 2014.

pathway to law school for students whose post-secondary education begins at a community college. Under the program, students may enroll in pre-law coursework at Bakersfield College as early as fall 2014, and enter law school as soon as fall 2018. Pre-law courses would also be available to Delano campus students<sup>57</sup>

## Basic Skills Plan

In recent years, Bakersfield College has enrolled an ever-increasing number of students who are unprepared for college-level work.<sup>58</sup> The College has noted the growth in this student population through assessment results shows more students testing up to four steps below college level work in math and writing. This reality holds true system-wide in all community colleges. Nearly 90% of all incoming community college students arrive unprepared for college-level math, and 75% are not ready for college-level English.<sup>59</sup> Recently, educators at the national and state levels have shifted focus to redesign how basic skills courses are taught to move more students into college-level courses faster, and to increase the number of students enrolled in higher-level courses. Examples of new strategies include: accelerated and compressed courses; contextualized learning; use of multiple measures in the initial placements of students; and use of technology to create alternative learning environments.<sup>60</sup>

Bakersfield College faculty are at the forefront of the important conversations about curriculum redesign, compressed and accelerated courses. Faculty leads in English, math, and basic skills have joined to develop strategies and start the work of redesigning courses and pedagogy to better support underprepared students. In the summer of 2011, Bakersfield College directed Basic Skills Initiative (BSI) funding to support research and training to bring about effective change in basic skills curriculum and delivery.<sup>61</sup> Bakersfield College has been especially effective at leveraging grant resources to address the needs of basic skills students. Three years ago, Bakersfield College received a Department of Labor and Department of Education grant through Central California Community Colleges Committed to Change (C6) consortium. The grant focused on the strategy of contextualized learning, which develops students' foundation skills and improves "their ability to transfer skills from one context to another, think critically and continuously acquire new knowledge and skills."<sup>62</sup> Bakersfield College faculty members have applied these strategies in the CTE programs like allied health and industrial technology (see more in CTE Plan). Bakersfield College continues to deepen and institutionalize these processes, through implementation of the 'Achieving The Dream' initiative and the proposal for a Title V grant. Bakersfield College is leveraging federal and state resources to make its programs truly accessible and relevant to its largely underprepared student population. Based on the data from the Basic Skills Cohort Tracking Tool and the Bakersfield College goal of student success, the Academic Development faculty began redesigning basic skills

<sup>57</sup> Partnership bet. CA community colleges, UC Regents, LMU, Loyola Law School, Santa Clara Univ., USC, Univ. of San Francisco. MOU: Community Colleges Pathway to Law School Initiative. 1 May 2014. Web. 28 May 2014.

<sup>58</sup> CA Community Colleges. Student Success Initiative. Unprepared students are defined as those whose lowest course attempted in math and/or English was remedial level. Web. 30 May 2014.

<sup>59</sup> CA Little Hoover Commission. Serving Students, Serving CA: Updating the CA Community Colleges to Meet Evolving Demands. "Executive Summary." ii. Feb. 2012. Web. 8 June 2014.

<sup>60</sup> Christian, Sonya. Phone interview. 31 May 2014.

<sup>61</sup> BC. 2012-2013 ESL/Basic Skills Allocation End-of-Year Report. 5-7. 2013. Web. 28 May 2014.

<sup>62</sup> Chancellor's Office, CA Community Colleges. Contextualized Teaching & Learning: A Faculty Primer. 5. Spring 2009. Web. 1 June 2014.

in the summer of 2011. This redesign was directly linked to Bakersfield College's Strategic Initiative of Student Learning—a commitment to eliminate achievement gaps. An important element in this process was the research about current best practices at other institutions. Faculty visited institutions in Tennessee and throughout California to study effective approaches. They used this knowledge to design high tech/high touch courses in reading, writing and mathematics. These courses were initially introduced as learning communities in fall of 2012. Both anecdotal and qualitative data were used to compare results from previous semesters and to determine the effectiveness of the new courses. Using a sustainable, quality, improvement approach, courses changes were made. Bakersfield College's English faculty also developed the first pilots of both accelerated and compressed courses in 2011. Based upon national acceleration research, these courses are designed to provide the same level of instruction necessary to allow students to meet the traditional course student learning outcomes, but in a shorter amount of time—decreasing stopping-out points and increasing student retention and success. The department became a strong advocate in the Central Valley, a proponent of acceleration, providing professional development opportunities to Bakersfield College faculty and neighboring institutions. Bakersfield College offers accelerated courses in English and Academic Development, and compressed courses in learning communities in the disciplines of English, Academic Development and English Second Language. Basic skills students now have a basic skills pathway that provides for faster progression to college level coursework.

A host of initiatives aims to welcome students into a community of learning fortified with streamlined educational paths and clearly attainable outcomes. These initiatives bring both student services and instructional staff to work in collaborative teams on these goals. Bakersfield College is revitalizing and strengthening its Summer Bridge programs to bring underprepared students onto campus before the semester begins to provide orientation to the college setting and clarify academic expectations. Overall, the basic skills plan is a data-driven approach to supporting students who need the most intensive support to achieve success.

Bakersfield College success rates<sup>63</sup> are vastly different for underprepared versus prepared students. The success rate for unprepared students was 34.8% in 2012-13, compared to 67.2% for prepared students.<sup>64</sup> The table below breaks down success rates by ethnicity for students earning degrees or certificates, transferring or being transfer ready. The outcomes shown measure students' ability to complete a degree, certificate, transfer or obtain transfer-ready status within 6 years.

<sup>63</sup> CA Community Colleges. *Student Success Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.*

<sup>64</sup> Bakersfield College work group. *Precollegiate Success, Placement Testing, Multiple Measures and Predictive Analytics at Bakersfield College 2014.* 22 Apr. 2014.

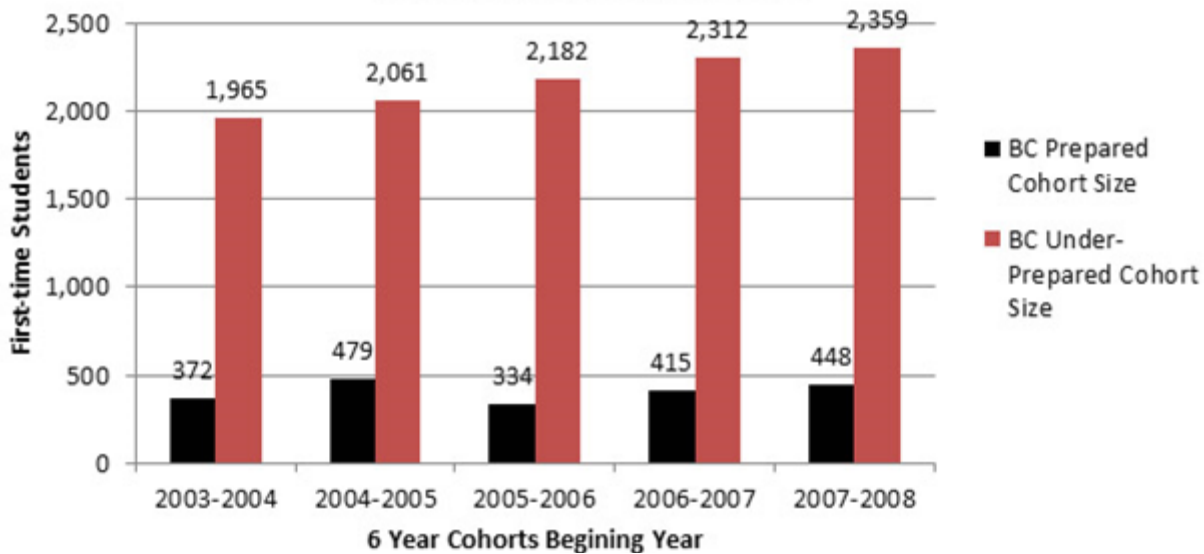


While over half of the students who completed an English assessment in Fall 2013 placed into the remedial level, that number has declined over the past five years. However, the percentage of students placing into remedial math has increased since 2009. In Fall 2013, 71% of the students who completed their math assessment placed into the remedial level. Conversely, almost two-thirds of the students who completed their reading assessment did not need remediation.

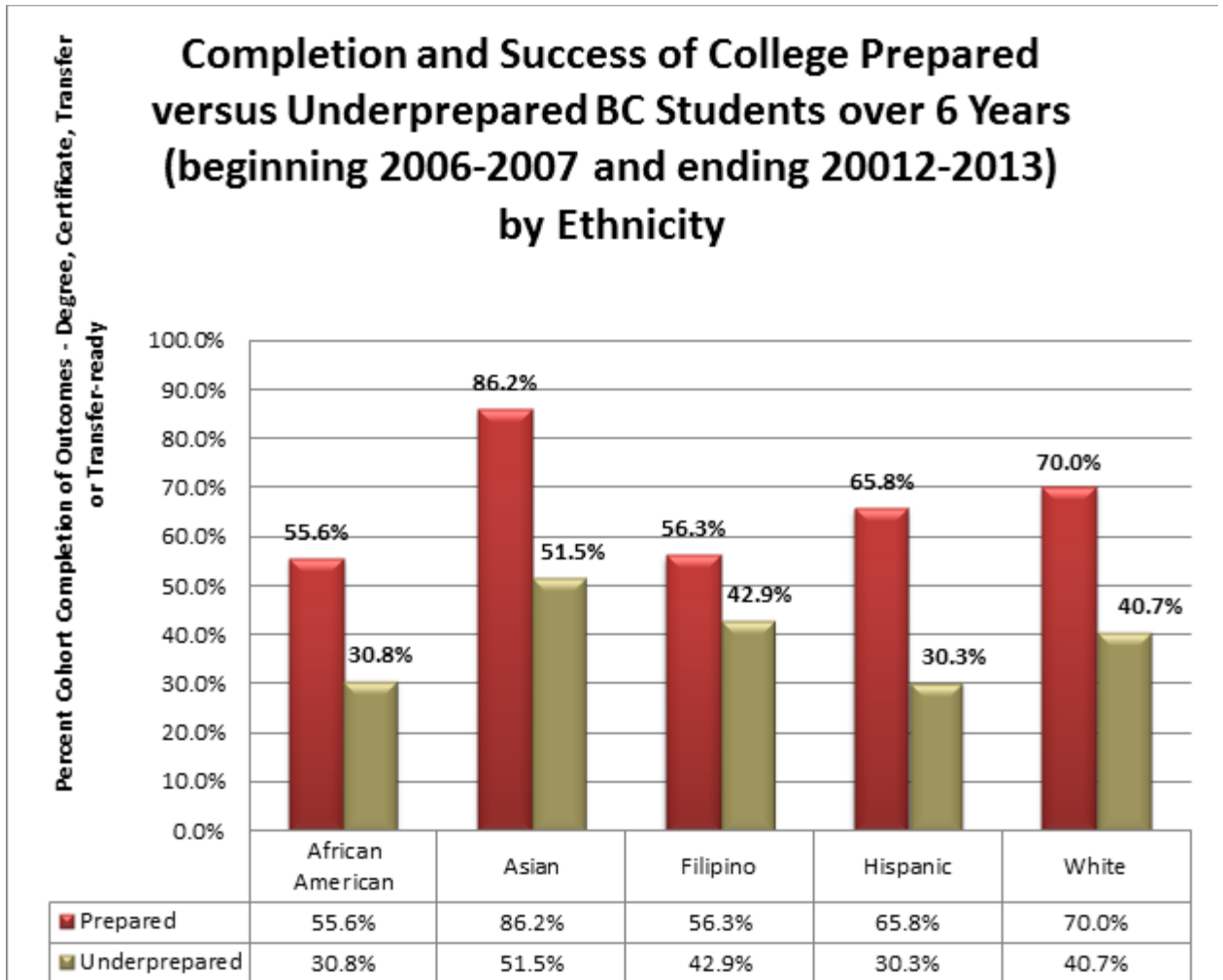
Incoming Student Placement	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
<b>Bakersfield College</b>						
						<b>% Points</b>
<b>English</b>						
Remedial	69%	67%	68%	63%	64%	-5
Transfer	31%	33%	32%	37%	36%	5
Total Students Assessed	4,201	4,093	3,363	3,402	3,465	
<b>Math</b>						
Remedial	66%	68%	74%	74%	71%	5
Degree-Applicable	15%	14%	12%	12%	13%	-2
Transfer	19%	18%	14%	14%	16%	-3
Total Students Assessed	4,314	4,187	3,515	3,668	3,869	
<b>Reading</b>						
Remedial Needed	38%	38%	39%	37%	35%	-3
No Remediation	62%	62%	61%	63%	65%	3
Total Students Assessed	4,051	3,914	3,248	3,217	3,285	

65

**BC Number of Underprepared Students Compared to College-Prepared Students**



65 KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.11.



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*Accelerated and Compressed Courses:* Initial results from accelerated courses show strong promise. English Success rates in the traditional two semester course progression are 30% and with the accelerated one semester course is 50.1%. Academic Development success rates in the traditional two semester sequence is 32% compared with a 48.6% in a one semester accelerated courses. Mathematics offered the first compressed options to students in spring 2014, and ACDV developed curriculum to move the compressed mathematics community to an accelerated single course during the same time period.

Data for the compressed course format also shows promise. Bakersfield College has offered compressed courses in English, academic development and math. Bakersfield College’s Writing Express offers two semesters in the writing sequence in condensed format in one semester, allowing students to move from one level below transfer through the transfer course in one semester. Retention rates in the traditional two semester approach is 82% and in the compressed one semester sequence 91% and 84% for the higher course. The success rates in the two semester sequence are 58% and 63% for the higher course. Success rates in the traditional sequence are 58% and 63%

compared to 72% and 77% for the higher course in the compressed sequence.

#### Student Retention and Success in Compressed English Coursework

Format of Courses	Course Name	Retention	Success
Compressed	ENG B50	91%	72%
	ENG B1A	84%	77%
Traditional*	English B50	82%	58%
	English B1A	82%	63%

\*Traditional data includes results from compressed courses

Data from the CA Community Colleges Chancellor's Office show that of the 498 students who began English 50 in fall 2012, 292 succeeded and only 145 then enrolled in an English 1A course in spring 2013. This demonstrates the favorable result that students are less likely to "stop out," or temporarily leave the College, when they are enrolled in a compressed sequence of English courses.<sup>67</sup>

#### Academic Support for Basic Skills Students

*Bakersfield College's Remediation/Retest:* Students who start their pathway at the lowest levels of writing, reading and math are the least likely to succeed. This has been the impetus to develop a new remediation/retest option. A new testing policy was developed that allows students to re-take a placement test if they believe they were placed too low. In order to qualify for a re-test, students use the support provided by the Student Success Lab to remediate their skills. The re-test provides an opportunity to place at a higher level.

*Bakersfield College's Critical Academic Skills Workshops (CAS):* CAS workshops originally were only stand-alone workshops, but they have expanded to include contextualized skills taught within a course or as a supplement to a course. Survey results show 98% of students in traditional CAS Workshops reported they used the skill in their courses. In contextualized workshops, 100% of welding students and 91% of culinary arts students stated they used the skills in their courses.

*Bakersfield College's Writing Center:* The Center provides assistance to students in all disciplines. Professional, degreed consultants work one-on-one with students. This fast growing support service has grown significantly in the past two years. Writing consultants completed almost 2,700 appointments with students in the last year. Ninety percent of the surveyed students rated their appointment as excellent.

*Bakersfield College's Habits of Mind:* Habits of Mind is a proactive support program designed to help students develop and sustain foundational habits for academic success and productive lives. The Habits of Mind (HoM) program started in summer 2013 with a group of faculty, administrators, and SGA officers. This group researched scholarly articles, Bakersfield College's CCSSE data, First Generation Study data and the efforts at other community colleges and developed It's Possible at Bakersfield College: P=Persist, O=Organize, S=Strive for excellence, S=Stay Involved, B=Be focused, L=Learn for Life, E=Emphasize Integrity.

A comprehensive approach to marketing, and educating the campus community about the initiative has been implemented. Professional development events for faculty leaders and first time faculty

<sup>67</sup> CA Community Colleges Chancellor's Office. "Data Mart: Basic Skills Progress Tracker." Web.

have been incorporated this year. Habits of Mind has been integrated into the ‘Making It Happen’ pilot project that is the college model for student success. Through this pilot, HOM intervention strategies will be tested in the classroom and assessed.<sup>68</sup>

Technology has played a key role. An extensive webpage has been developed with videos for students use, classroom strategies and resources for faculty. The first Bakersfield College mobile application was developed for HOM.

*Supplemental Instruction:* Basic skills students are an academically at risk group. In support of their retention and success, Bakersfield College’s supplemental instruction project was developed. Faculty recommend former, successful students to provide support outside of the classroom for accelerated and compressed courses. These peers have successfully completed the course, attend the current semester and receive training. A correlation was found between the number of Supplemental Instruction sessions attended and student success. Of the students who attended sessions four or more times, 94% passed the course compared to 62% of students who did not attend. Data from the 2013 Bakersfield College Student Success Scorecard also revealed that there have been slight increases in success rates for English, Math and ESL. English and math are still below state average, but the fact that Bakersfield College did not experience significant downward trends during this time of great change in coursework.<sup>69</sup>

In spring 2013, 117 students participated in Supplemental Instruction sessions. Data show that students who came six times or more experienced an average GPA for their course that was 6% higher than students who came 3-5 times. Additionally, average GPAs of those students who came six times or more were a significant 12% higher than their counterparts who only participated 1-2 times or did not participate at all.<sup>70</sup>

### ***A Big Tent for Equitable Student Success—Hispanic Serving Institution***

Bakersfield College’s basic skills priority is closing the achievement gap for underprepared students. The College has put in place several initiatives to narrow the gap. These efforts tie into a new Bakersfield College Title V grant proposal, “Making it Possible—A Big Tent for Equitable Student Success.” The proposal outlines how Bakersfield College aims to more fully integrate student services and instruction, support faculty development and curriculum redesign, create more seamless and contextualized pathways for students, improve and document student academic achievement, and nurture faculty and staff sensitivity to ethnic and learning style diversity.<sup>71</sup>

Bakersfield College is committed to access and success for all students through a variety of approaches, including early start and outreach, strengthening partnerships with high schools, redesigning curriculum and establishing easy to follow pathways.

- Creating outreach events to welcome high school students to campus and sharing data with local high school principals.
- Providing Expository Reading and Writing courses to high school seniors in preparation for college-level writing.

68 Bakersfield College Dean of Instruction. “Re: Master Plan.” Message to editor. 28 May 2014. E-mail.

69 BC. 2012-2013 ESL/Basic Skills Allocation End-of-Year Report. 5-7. 2013. Web. 28 May 2014.

70 Bakersfield College Dean of Instruction. Email to editor. 10 June 2014.

71 BC. Title V Part A Project Narrative. V2. 1. 2 May 2014.

- Training high school counselors about transfer, certificate and degree programs, SEPs and discussing assessments.
- Collaborating with CSUB’s Cal-SOAP (California Student Opportunity and Access Program) program to engage low-income and rural students early in high school through college orientation, registration and beyond.
- Collaborating with area high schools, colleges and CSUB through the California Academic Partnership Program (CAPP) designed to identify strengths and deficiencies at the high school and college levels, bring discipline faculty together to effect change.
- Piloting alternative basic skills formats, such as accelerated courses in basic skills English and math, combining curriculum and moving students through two course levels in one semester, among other measures.
- Supporting MESA and STEM students with intensive services including counseling and tutoring.
- Offering a seamless pathway from Bakersfield College to CSUB, to locally produce more degree-holding engineers.

A Bakersfield College Title V team began working in February 2014 to address ways to infuse a new College culture of evidence and data to inform change that will result in student success. Data show that the success rates of Latino students at Bakersfield College are lower than those of other students. Closing this “equity gap” requires data-informed decision-making.<sup>72</sup> The following five-year, big-picture goals inform this work: 1) develop a “holistic” basic skills pathway for underprepared students; 2) significantly increase underprepared student learning and success rates while closing the equity gap; 3) significantly increase Bakersfield College’s overall six-year completion rate by addressing the needs of underprepared students.<sup>73</sup>

Summary of Hispanic Success Data Among Five Similarly-sized Community Colleges within the Valley						
	AVC	BC	COS	Merced	MJC	Comment
Percent of Hispanic Students	36.6%	53.9%	55.3%	48.2%	37.2%	In this Hispanic serving region, more Hispanic students come to Bakersfield College and COS than comparable colleges.
Successful Completion SPAR of College Prepared Hispanic Students	63.1%	69.1%	69.3%	63.3%	57.1%	More prepared Hispanic students are successful at Bakersfield College than at other nearby college of same size.
Successful Completion by Under-prepared Hispanic Students	36.3%	35.5%	33.0%	28.7%	34.5%	More underprepared Hispanic students are successful.
Percent of Successful Transfer that were Hispanic Students	30.0%	37.0%	33.0%	31.0%	28.0%	Bakersfield College transferred a higher percent of Hispanic students to four-year colleges.
Number of Transfer Students all ethnicities	551	759	567	381	623	The actual number of transferred Hispanic students the above percentage represents is significant.

74

72 BC. Title V Part A Project Narrative. V2. 2 May 2014. Table—“Five-year plan for improving services to Hispanic and other low-income students.”  
 73 BC. Title V Part A Project Narrative. V2. 57. 2 May 2014.  
 74 Fulks, Janet. Analysis. Scorecard. “Datamart.” CA Community Colleges Chancellor’s Office. 2013.ource is the 2013 CCCCO Scorec\_Scorecard.aspx

### ***Bakersfield College's Achieving the Dream***

Bakersfield College began participating in Achieving the Dream (ATD) in 2013, working as part of a vast network of colleges and universities that aim to close achievement gaps and accelerate student success nationwide. ATD principles align with College Strategic Focus goals and are being integrated into the fabric of the College.

The College's ATD priorities are:

1. Improved matriculation rates among First Time in This College students (FTTTC).
2. Accurate placement of students into higher levels of math and English.<sup>75</sup>

The ATD National Reform Network leverages four overarching approaches and strategies to accomplish its outcomes:

- *Guiding Evidence-Based Institutional Change:* Working directly with community colleges, offering support that includes Leadership and Data Coaching, technical assistance, and peer learning experiences for our Network of colleges.
- *Influencing Policy Reform:* Helping state leaders create powerful reform agendas, provide technical assistance, and create peer learning opportunities to establish an environment that supports community college student success and completion.
- *Generating & Sharing Knowledge:* In service to educators and the community college sector at large, Conducting and making available original research on success strategies and meaningful metrics.
- *Engaging the Community:* With the nation's most comprehensive network of community college reformers, establishing a common understanding of the barriers to student success and forged commitments to a shared success agenda.<sup>76</sup>

The College is reviewing these strategies to address the large percentage of underprepared students and their impact on overall success rates. Basic skills students fail math, English and ESL at high rates: Between 2010 and 2013, failure rates in basic skills math ranged from 28-67%; in English from 18-43% and in ESL from 19-43%. Hispanic students are at particular risk for failure. During this time frame, the failure rate among Hispanic students in their first math course at Bakersfield College was about 56%.<sup>77</sup> Key findings have emerged through the ATD framework that guide Bakersfield College's approach to serving unprepared students.

- Students should take four years of math and four years of English in high school, or they will most likely be stuck in a prolonged basic skills series of courses.
- Students should be able to take the college placement test at the high schools as this appears to be significantly more correlated with their work on the transcripts. This also results in higher scores and better assessment of student's actual abilities and knowledge.
- Students should be prepped by the high schools before taking the test (practice sessions).
- By applying multiple measures to student placement, Bakersfield College can positively affected many STEM students, placing them into college level math, making them eligible to begin STEM courses earlier. This conclusion was based on the course taking patterns in high

<sup>75</sup> Bakersfield College ATD Implementation Team. *Implementation Plan Template: Achieving the Dream*. 5-7. 22 May 2014.

<sup>76</sup> *Achieving the Dream, Inc.* "Our Approach: Four overarching approaches to close achievement gaps." Web. 1 June 2014.

<sup>77</sup> ATD Implementation Plan authors. *Implementation Plan Template*. "Appendix A: Institutional data on student success." 35. 22 May 2014.

school transcripts where students had successfully completed biology, chemistry, physics and high-level math courses.

- Multiple measures are likely to increase high-level outcomes as acceleration and higher placement of students into a more successful group (e.g. academically prepared students achieve at a rate of 68-70%, while underprepared students achieve at a rate of 34-39%).
- Accelerated courses appear to have a higher success rate and provide great opportunities for those students assessed at basic skills levels but are responsive to college-level coursework.
- Correcting the testing problems alone has a great potential to increase terminal outcomes measured in the CCCCO Student Progress and Achievement Report.
- Bakersfield College is currently re-engineering placement processes and looking into automating the process, based on predictive values of student data.
- Bakersfield College will collect data from the process to ensure adequate numbers of sections of courses through enrollment management.
- This process allows for strategic placement of students into summer school.
- The process for summer school registration should be different from the fall because the priority registration regulations are not applicable to summer coursework.

The goal is to allow motivated students an opportunity to remediate basic skills needs before starting the fall semester. This overall approach also helps direct students to Bridge Programs, like Academic Development, and specialized student support services such as EOPS, AAMP, MESA and STEM.<sup>78</sup>

### ***Making it Happen: Testing the Premise for the Future***

Bakersfield College is testing interventions for student success through a longitudinal pilot program beginning in summer 2014 with 454 students through the California Student Opportunity and Access Program (Cal-SOAP) in basic skills math and English. The College strives to improve completion/graduation rates by helping students make full use of point-of-entry and matriculation services, with ongoing student services. These services include:

- Orientation
- Assessment and placement
- Educational planning
- Intentional, proactive and timely advising with counseling center staff.

By the end of the spring 2015 semester, each of the 454 students will have completed a Student Educational Plan (SEP) and the entire matriculation process. Progress and completion data will be compared to a control group. Future cohorts will be added to this longitudinal program and closely monitored.<sup>79</sup> Bakersfield College is committed to ensure alignment with the ATD priorities of improving student matriculation rates, and accurately placing basic skills students in courses with appropriate progression through coursework using proven measures such as accelerated curricula.

## **Rural Communities Initiative**

<sup>78</sup> Bakersfield College Work Group. *Pre-collegiate Success, Placement Testing, Multiple Measures and Predictive Analytics at Bakersfield College 2014*. 10. 22 Apr. 2014.

<sup>79</sup> Bakersfield College ATD Implementation Team authors. *Implementation Plan Template*. 22 May 2014.

*“We cannot seek achievement for ourselves and forget about progress and prosperity for our community...Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and for our own.” ~Cesar Chavez*

The Central Valley of California is an area rich in history and resources. The fertile soil, flat land, and ideal growing climate have enticed immigrants from across the country and the world to the area, and it has made this part of California the supermarket for the rest of the country: as of 2012, “a third of all produce grown in the United States” is grown here.<sup>80</sup> In addition to feeding the nation, the valley is also a significant oil producer: in 2009, California was the third largest oil-producing state, with Kern County producing about 75% of the total. From John Steinbeck’s *Grapes of Wrath* to Cesar Chavez’ grape boycott, the valley has inspired artists and activists, and while a few large cities dot the highways stretching north and south, the bulk of the towns have maintained a distinctly rural culture, unlike much of the rest of the state.

Unfortunately, the abundance that the Central Valley shares with the rest of the U.S. has not been returned. Bakersfield-Delano, along with Fresno and Modesto, are “among the top five U.S. regions with the highest percentage of residents living in poverty”.<sup>81</sup> Along with the rest of the country, California’s economy suffered during the recession, and the vulnerability of much of the Central Valley’s population became painfully apparent. Both northern and southern Kern County rural communities have extremely high poverty rates: Delano 31.3%, McFarland 34.9%, Wasco 28.4% (northern Kern), Arvin 36.3% and Lamont 29.7% (southern Kern).<sup>82</sup>

While the overall unemployment in Kern County, which includes Bakersfield and surrounding areas, has dropped from its high of 17.8% in March 2010, it has not gone back to its low of 7.5% at the height of the housing boom.<sup>83</sup> In January 2014, the unemployment rate for Kern County was 12.3%, up from 2013’s 11.8% average.<sup>84</sup> When the unemployment rates for the surrounding rural areas are separated out, a bleaker picture emerges: Delano 32.7%, McFarland 27%, Wasco 24.1%, Arvin 33.9%, and Lamont 23.3%.<sup>85</sup>

One major reason for the high poverty and unemployment rate is a lack of employment opportunities due in large part to the perception that most of the population lacks the skills that would attract new businesses. State data shows that careers are present and in need of workers, such as home health aides, operating engineers, and software developers; however, some kind of education or training beyond a high school diploma is needed.<sup>86</sup> The same is true for careers that are projected to be in demand: corrections officers and quality control managers, for instance. Unfortunately, many of the people living in these communities lack formal education. In the northern Kern cities, between 40% and 50% of all people over 25 have a high school diploma; only 4% to almost 6% have a bachelor’s degree or higher. In Arvin and Lamont in the south, only around 36% of people over 25 have a high school diploma, and only 2% to 4% have a bachelor’s degree or

80 Bittman, Mark. “Everyone Eats There.” *The New York Times Magazine*. *The New York Times*. 10 Oct. 2012. Web. 15 May 2014.

81 “Census Shows Central Valley Areas among Poorest in Nation.” *San Jose Mercury News*. 21 Sept. 2012. Web. 15 May 2014.

82 United States Census Bureau. “State & County Quick Facts.” Web. 15 May 2014.

83 State of California Employment Development Department. “LMI for Kern County California.” Web. 15 May 2014.

84 State of California Employment Development Department. “LMI for Kern County California.” Web. 15 May 2014.

85 State of California Employment Development Department. “LMI for Kern County California.” Web. 15 May 2014.

86 State of California Employment Development Department. “LMI for Kern County California.” Web. 15 May 2014.



higher.<sup>87</sup> Adding to the areas' troubles are college costs and "brain drain": "Students who want to get a college degree face many barriers . . . Those who do graduate leave to find jobs elsewhere".<sup>88</sup>

Latinos make up the majority of these students as the rural communities of Kern County are overwhelmingly Latino, with a low in Delano of 71.5% and a high in Lamont of 94.5%.<sup>89</sup> By 2013, "one out of every two youths under the age of 18 in California [was] Latino" and by 2050 they will be the majority in California.<sup>90</sup> While 39% of Whites have earned a bachelor's degree or higher, only 11% of Latinos have done the same.<sup>91</sup> Even more disturbing, "In 2012, 37.7% of Latinos had not completed high school, compared to 9.7% of African Americans," the next lowest completion rate measured.<sup>92</sup> This lack of education can translate to reduced employment opportunities and thus to increased poverty. Educational and economic inequity will persist if these numbers do not change, and the result for Californians will be tragic.

These numbers present a painful reality of the poverty facing rural communities, but they also present an opportunity for transformation. Bakersfield College can play an important role in changing the lives of area residents. These communities have rich histories of community involvement, and the College can tap into that passion to build strong alliances and promote equity for those who are being left out of the current economic system. A clear vision and a solid plan are the first steps toward addressing the rural communities' challenges.

### ***Creating a College-Going Culture: Bakersfield College in Rural High Schools***

Bakersfield College wants to improve the lives of students in its rural communities, and one way the College is attempting to do this is by getting involved in the high schools. A number of programs and partnerships are underway to help more students see college as a viable option for a better future.

In order to help students in the Arvin/Lamont area gain a sense of college culture, Bakersfield College is working with partners Arvin High School and Building Healthy Communities South Kern to identify and address the needs of those students. For the 2013-14 school year, Bakersfield College provided a part-time counselor at the high school who could share information about the college opportunities and also assist with educational planning. This counselor also gives presentations about Bakersfield College in the community, including local service organizations, other schools, and local apartment community meetings. Additionally, Bakersfield College is committed to offering enough courses at Arvin High School that college-ready students will be able to complete the requirements for a Liberal Arts Degree within 2-3 years.

Because including families is vital to developing a college culture in these tight-knit communities, in fall 2013 this same group hosted a Parent College Night at Arvin High that included information for family members about Bakersfield College, CSU, and UC programs. The successful event drew more than 300 participants, and a fall 2014 Parent College Night is already planned. Bakersfield College's

87 United States Census Bureau. "State & County Quick Facts." Web. 15 May 2014.

88 "Census Shows Central Valley Areas among Poorest in Nation." *San Jose Mercury News*. *San Jose Mercury News*. 21 Sept. 2012. Web. 15 May 2014.

89 United States Census Bureau. "State & County Quick Facts." Web. 15 May 2014.

90 *The Campaign for College Opportunity*. "The State of Latinos In Higher Education in California." Nov. 2013. Web. 20 May 2014.

91 *IBID*.

92 *PPIC: Public Policy Institute of California*. "California Stats—Educational Attainment." *PPIC*. n.d. Web. 20 May 2014.

own data has shown that it has specific resources that rural communities are missing out on. For example, very few students complete a student education plan, so more student development courses and new student workshops are going to be offered to assist students with this process. Not surprisingly, finances are most commonly reported as the main roadblock for families who would like to send their children to college, yet information about financial aid is difficult to access for this population. As a result, Bakersfield College has a part-time financial aid advisor who assisted students and their families with financial aid paperwork; dates are being developed for follow-up meetings to keep communication with the families going.

Bakersfield College is working with the Delano Joint Union High School District to implement the Get Focused . . . Stay Focused Initiative. Students are given the information and direction they need to develop a long-term goal called the “10-year Career & Education Plan”.<sup>93</sup> The details of the project will be modified to meet the needs of Delano students, and at Bakersfield College work has been done on a curriculum that will allow participating high school students to get college credit for some of their coursework. Once the program is piloted in Delano, it can be presented to other rural high schools as a possibility on their campus.

Also under consideration is an Early College High School Program through Robert F. Kennedy High School. The school is located next door to the Bakersfield College Delano Campus, and share some facilities. In addition to RFK High, the Delano Joint Union High School District has proposed something similar in the nearby rural community of Earlimart, home to another underserved, and impoverished, population. Early College follows the model of dual enrollment which allows high school students to earn college credit and use services, like academic, financial aid, and career counseling. Bakersfield College has piloted dual enrollment courses in the Delano at the Paramount Academy. High school students who participate in a college-level experience, and the idea of college as a possibility, could begin to become embedded into the culture of the community. Other early start approaches include establishing and maintaining articulation agreements with rural high schools. Currently, articulation agreements are in place with Arvin, Shafter, Wasco, and four schools in Delano (Robert F. Kennedy High School, Caesar Chavez High School, Delano High School, and the Delano Adult School). The focus of these articulation agreements is on Career and Technical Education.

Bakersfield College’s research shows that students do better on placement tests when they take the tests on their own high school campus. Last year, Arvin High School was the first location chosen to pilot on site assessment testing. With the shift to a web-based assessment test, providing assessment testing in the high schools is a real option for rural high schools.

Students who complete education plans and have access to an informed counselor or advisor are much more likely to successfully navigate the sometimes confusing community college system. Bakersfield College’s new Student Success and Support Plan ensures that all students, regardless of their location, will have access to counseling and advising services. Establishing regular and consistent counseling and advising services for rural communities is the key to building a college going culture.

<sup>93</sup> *Get Focused. . . Stay Focused! Web. 15 May 2014.*

As with any new projects, challenges and needs become apparent. This Rural Community Initiative ensures that the overall college planning processes will include those students who are place bound and unable to come to the Panorama campus. Facilities and staffing plans for rural communities will necessitate additional resources.

### ***Moving Beyond Bakersfield College: Transfer Degrees and Pre-Law***

The new Associate Degrees for Transfer provide a perfect opportunity for the Delano Campus to enhance its course offerings. With clear pathways, creating a schedule that allows students to complete their entire degree on campus is a possibility, and long term plans for new degrees are in place: Business Administration, Computer Science, and Engineering. Plans for scheduling the new degrees of Business Administration and Computer Science are in place. Bakersfield College's Introductory Engineering course will be taught at the Delano campus for the first time in 2014, with the ultimate goal to bring the full series of STEM courses to rural communities.

In an effort to increase diversity in the legal profession, the State Bar of California and the California Community Colleges have joined together in creating an initiative to “put talented and promising community college students on a trajectory to enter some of the finest law schools in the nation and receive the support they need to succeed . . .”<sup>94</sup> Students in the Community Colleges Pathway to Law School initiative will have their coursework accepted at participating law schools, will receive advising from the law schools and preparation for the LSAT, among other benefits. Bakersfield College is one of the 24 campuses selected to participate, and the Delano campus will have access to this program.

Again, resources will need to be allotted to Delano if these ambitious plans are to be successful. Faculty will need to be hired to teach the classes, and more students looking to transfer means that more counseling and advising will be needed to help students choose schools and find work or internships that could help them supplement their studies. Although these students may be leaving the area, career counselors could help them connect with local mentors who may be able to show the students opportunities in their hometown that they could participate in after they graduate, thus bringing their education and experience back to their own communities.

### ***Creating Opportunities: Workforce Training Programs***

The mission of the California Community Colleges places them in a unique position: unlike their four-year counterparts, community colleges are required to offer training for California residents to improve their skills for employment. Given the high rate of poverty and unemployment and the low rate of education in Kern County rural communities, Bakersfield College has the opportunity to play a vital role in creating economic equity in the region with its numerous options for creating and expanding CTE programs.

*Agriculture:* Agriculture will continue to be a major industry in California, even as the industry must adapt to changes in the environment and consumer demands. Currently, Bakersfield College is partnering with Paramount Academy in Delano to create an agriculture pathway that will result in students being able to leave the school with an A.S. degree in Agricultural Mechanics AND (See

<sup>94</sup> California Community Colleges Chancellor's Office. "California Community College Students to Get Leg Up on Way to Top Lay Schools Under First of its Kind Pathway Program." 1 May 2014. Web 15 May 2014.

more in the CTE Plan above, p. 31). There is some local demand for an Agricultural Industrial Certification, and this program would be ideal at Delano. The campus has 20 acres close by that is available for program expansion. In addition, partnerships with surrounding farmers could result in development of new programs, donations of equipment and space, as well as opportunities for internships and employment.

*Allied Health Programs:* As the U.S. population ages and medical advances continue, demand for various health industry careers will continue to rise. Bakersfield College has been working to expand its allied health offerings to rural communities and also to create new curriculum for additional career opportunities. The Allied Health department is currently developing curriculum for a certificate for Medical Assistant Front Office and is also researching the costs to bring Phlebotomy Training to Delano, at the Adult School. The adult school will no longer be able to offer a popular Pharmacy Technician program without a partner, so this is another program that Allied Health could develop. In McFarland, local adult school the McFarland Learning Center is going to begin offering Certified Nurse Assistant with Home Health Component courses that are part of Allied Health's career pathway. Clinical placement is a serious challenge for all Allied Health program. The North Kern Medical Training Advisement Group, a group of medical professionals are willing to advise on any of the North Kern medical training plans.

*Automotive:* Bakersfield College currently offers eight certifications in Automotive, and these certifications are among the most requested in the North Kern area. Local business is interested in assisting Bakersfield College in development of a program to serve the needs of area. Space and equipment will be required, but with the help of interested business leaders and the DJUHSD, this program could be a possibility in the next 3-5 years.

*Corrections:* California's overcrowded prisons have been making national headlines for years, and recent legal decisions are resulting in increased demand for Correctional Officers. California has to reduce over-crowding of inmates, and one of the ways they will do this is by transferring inmates to local Correctional Custody Facilities. Delano, Shafter and McFarland currently operate (or have reopened) Correctional Custody Facilities which traditionally employ people from out of area because the local community lacks training. In addition, the state predicts a need for 7,000 replacement Correctional Officers over the next three years.<sup>95</sup> WESTEC, a local non-profit training center and partner of Bakersfield College has developed and maintained a correctional officers training program at its facilities near Shafter. It is certified by the Department of Corrections-Corrections Standards Authority. Delano campus partnered with WESTEC to offer an introductory core course and firearms safety course were taught in summer 2014. These courses are expensive for low-income students. The Enrollments in the courses will be evaluated in order to determine the demand for the entire series of CO courses.

*Green Energy:* For years, Kern County has been working with wind, solar, and utilities companies to bring green technology—and the jobs that go with them—to the area. The county's goal has been to develop enough wind and solar fields to generate 4,000 megawatts of electricity. The Kern Community College District has already been working on the Green Builders Program, with some

classes taught in Delano.<sup>96</sup> Demand for this kind of work will continue to grow and the district already has a program and equipment, allowing expansion of the program to Delano,

*Industrial Maintenance:* Another area that Bakersfield College’s occupational data shows will be experiencing increased demand is industrial maintenance and repair. A new certificate has been developed in this area and plans are being finalized to bring the required courses to the to the Delano campus

*Oil Industry:* Oil has been a major industry in Kern County for over 100 years, and in 2009 Occidental Petroleum announced their discovery of a reserve holding up to 250 million barrels.<sup>97</sup> If correct, this find could result in a need for over 200 additional oil rigs. WESTEC also provides the required safety training and ‘passport’ that companies require. Plans to determine the viability of providing this training in the Delano area will be investigated.

*Welding:* Trained welders are in demand in Kern County. Bakersfield College’s Delano Campus has worked out a joint use agreement with Delano Joint Union High School District so that a Welding Certificate of Achievement can be offered. Bakersfield College has committed enough equipment for 10 stations, and the DJUHSD has helped to fund additional stations with grant resources. Bakersfield College also assigned a full-time Industrial Arts faculty member to Delano to begin teach and to fully develop a welding program.

### ***Moving Beyond Certificates: Opportunities and Needs***

Bakersfield College is in the process of designing career pathways that can not only provide students the immediate training they want and need but can leave them in a position to pursue their education further should they decide to do so. A number of certificates will include classes needed for a two-year degree, and a number of two-year degrees are AA-T and AS-T degrees, that allow for easy transfer to a four-year school. Bakersfield College is also attempting to position itself as one of a handful of two-year colleges that can offer a Baccalaureate Degree in specific CTE areas. All of these changes can be of tremendous benefit to the rural communities the College serves. For CTE programs in particular, job placement is a must, and close ties with community business leaders can help if they can be created and maintained.

### ***Adult Education***

In California, adult education is meant to serve those community members who are over 25 and lack basic skills for employment. Some of these skills have been traditionally taught at Bakersfield College, some have been handled by the adult schools, and others have been covered by both. Recent legislation, Assembly Bill 86, has mandated that community colleges work with local adult schools to better accomplish this task in order to provide more economic opportunities for California’s most vulnerable populations. Because the KCCD covers such a large geographic area, there are multiple groups working on rural communities’ adult education needs. In the southern part of Kern County, Bakersfield College is working with the Kern High School District and Bakersfield Adult School in one consortium. In the northern part of Kern County, Bakersfield College is

<sup>96</sup> Kern Community College District. “General Obligation Bonds, Election of 2002, Series 2013 C, and Series 2013 Refunding Bonds Rating Presentation.” Caldwell Flores Winters, Inc. 5 June 2013. Web. 20 May 2014.

<sup>97</sup> “Occidental Petroleum Announces Significant California Oil and Gas Discovery.” Oxy Newsroom. Occidental Petroleum Corporation. 22 July 2009. Web. 20 May 2014.

working with Wasco Independent School, Delano Adult School, and McFarland Learning Center. The proposal outlining how these various consortia will work is still in the planning process; once it is complete, it will detail how adult education will be handled in these communities. The goals are to evaluate current needs and programs for adult education in the region, and then develop plans to address those needs.

The North Kern Adult Education Alliance was recently established to address adult education program needs in the northern Kern County region. This alliance links the North Kern high school districts (Delano, Wasco and McFarland) and Bakersfield College. Its goal is to provide an adult education system that promotes the academic and career skills needed to prepare local community members for post-secondary education and/or employment. The group identifies problems, develops solutions, and implements the education and training required to address the needs of the local adult population. The North Kern Adult Education Alliance is committed to regular communication and planning in order to promote student education and training that can lead to higher education or employment.

Bakersfield College recently entered into an agreement with the Farmworker Institute for Education and Leadership Development, a non-profit, educational organization to provide English as a Second Language classes to the large population of Kern County adults whose primary language is Spanish. Farmworker Institute for Education and Leadership Development is known state-wide for serving adult populations in rural areas through non-credit and credit English as a Second Language courses. By partnering with the Farmworker Institute for Education and Leadership Development, Bakersfield College will be able to reach an underserved population and provide access to college level courses.

### ***Making It All Work: Student Services and Personnel***

The new Student Success and Service Plan mandates support for students in rural communities and also presents a challenge. Given the distance between these communities and the complexities of various programs, it student success staff or coordinators will be needed to provide outreach, academic support and development of programs and services. Outreach, testing in the high schools, tutoring and other academic support are all part of the network that will increase college access and success in rural communities.

Student engagement, whether through the student worker program, peer mentoring or student leadership, has to be built into the student success plan. Part of creating a college-going culture involves cultivating future leaders. A comprehensive plan for student life is critical for rural students.

Faculty who work at the Delano facility or teach at another rural location have similar but also different experiences from those who teach online or on the Panorama campus. As the Delano campus grows an all-area chair could fill the role of faculty/program advocate in Bakersfield College operational or governance committees. As the Rural Communities Initiative is implemented a staffing plan and appropriate resources will be developed.

### ***Conclusion***

Bakersfield College's plan for the rural communities is to inspire community members to better

understand their higher education options, and improve their lives. The challenge is great but Bakersfield College is committed to creating a more equitable system for those who are facing the barriers of poverty and a lack of education.

## Facilities Plan

### *Building the Future*

Bakersfield College's Facilities Master Plan provides an important blueprint for how student services can be delivered in the long-term to maximize student success, particularly for first-generation college students. Under the plan, student support services and basic skills instruction will eventually be consolidated into the same general area of the Panorama Campus. This will help students enroll in key courses and receive crucial services like tutoring, counseling, supplemental instruction and the Writing Center, all in one general place. The hub would include the library, business office, campus center and future Basic Skills Center within a proposed new Student Services Welcome Center. The area also would include a new bookstore, and buildings for the culinary arts, conference center, administration offices and college archives center.<sup>98</sup>

## Student Support & Equity

Bakersfield College's values are undergirded by an affirmation to focus on students and their success. It supports and facilitates student learning and success by providing a wide array of support services and special programs that are responsive to the needs of the College's diverse student population. Working in collaboration with classroom faculty, the College's student affairs personnel provide high-quality counseling, financial aid, and supportive educational support services. They are committed to develop innovative and flexible strategies to accommodate those students who are underprepared and who frequently lack the resources for the post-secondary education. These efforts will necessitate data-informed, technological and diverse approaches.

The College is focused on developing and implementing research-based initiatives that lead to student success. These include:

- Providing an abbreviated Student Education Plan to all entering students.
- Facilitating, promoting and increasing student success (students making progress toward and reaching their declared education goal).
- Provide orientation, assessment, and counseling, advising, and other education planning.
- Implementing predictive analytics to ascribe focused supportive structures for those students most at need of services.
- Outreach, preparation and developmental services that work in conjunction with a robust strategic enrollment plan to maximize effective educational services to our communities.
- Ensuring a focused effort on reducing the achievement gap.
- Providing follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

<sup>98</sup> Bakersfield College proposed updates to long-range Facilities Master Plan. College Council. 7 Feb. 2014. Web. 1 June 2014.

# Technology Plan to Support Pedagogy

Bakersfield College uses instructional technology through online, hybrid and real time broadcast of courses, as well as video content to make education accessible to students. A longstanding history of instructional technology faltered in the last decade due to State budget cuts that severely diminished the existing distance learning program. Course sections were reduced and the educational services department that provided support for students and faculty was eliminated. In the last year, Bakersfield College has used restored resources to reestablished 21<sup>st</sup> century technology as a strategic priority.

The new technology plan for 2014-17 addresses an updated student communications system for student success, infrastructure development, effective faculty and staff professional development and distance and online learning. Student success is a primary driver for many of the technology initiatives and the student success theme runs throughout the technology plan. Bakersfield College prides itself in providing innovative and leading technology to prepare students for the workforce or further education. Technologies such as 3D printing, simulation mannequins in the nursing skills labs, computer-assisted drawing and electronics labs provide students with hands-on opportunities and real-world experience.

Bring Your Own Device (BYOD) is also a focus of the technology plan, which balances user functionality and security. A key infrastructure goal is to provide complete wireless coverage on the Bakersfield College campuses so that students can utilize their mobile devices in a way that ensures student success. The Delano campus has 100% wireless coverage, and the Panorama campus has more than 65% wireless coverage with the goal of 100% wireless coverage. Technology infrastructure is constantly being improved to provide more, and faster, wireless coverage. At any given time during a semester, there are between 6,000 and 8,000 wireless connected devices. Bakersfield College expects this number to continue its rise.

The Bakersfield College technology plan provides an increased focus on faculty and staff development. Because technology is constantly changing and improving, Bakersfield College recognizes the need to keep employees fluent in our emerging technologies. Professional development for faculty means finding new and creative ways to use technology to provide a richer learning experience. It also means keeping faculty trained on various student success technology tools. Professional development for administrators and classified staff is focused on improving skills on all administrative systems and student success tools. The focus on professional development ultimately improves employee technology literacy and encourages efficiency and innovation.

Finally, there is a renewed focus on distance and online learning. The online modality has experienced some challenges, but with new ideas and tools, the College anticipates improving student success and retention. Resources such as online orientation, online tutoring, online counseling and an early alert system are expected to improve student success. The early alert system provides an opportunity for timely interventions. Bakersfield College understands the importance of



offering classes online for greater student flexibility, and is committed to improving online success using innovative technology.

(See funded technology requests that align with strategic goals based on Program Review Annual Updates in Appendix E).

