



BAKERSFIELD  
COLLEGE



**BAKERSFIELD  
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# **Educational Master Plan 2023-2026**

Bakersfield College

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## HISTORY AND VISION

Established in 1913, Bakersfield College (BC) is one of the oldest continuously operating two-year colleges in the nation. In 1913, BC opened its doors to 13 students and since then, the needs of Kern County and the future success of our students has been our highest priority for nearly 110 years.

It was April 30, 1953, that Bakersfield College broke ground and began construction on an empty, barren, probably very dirty and dusty, 153-acre lot on the Panorama Bluffs. Breaking ground on our beloved campus, overlooking the prolific Kern River oil field was just the beginning of a rich history at 1801 Panorama Drive. At the time, the campus had 15 buildings and greeted 1,400 students and 89 faculty members.



In 1975, BC added the Downtown Center, now known as the Weill Institute. Thirty-five miles to the north, the Delano Campus opened with 20 courses and nearly 400 enrollments and in 1981, the campus expanded to about 100 courses and maintained 600–800 students and 2,400 enrollments annually.

Since the early 1990s the College has had a presence in the southwest quadrant of Bakersfield and that location has been intended to facilitate access to higher education for those living and working on that side of town. The current transfer focused co-location, opened in 2019 on the southern border of the California State University Bakersfield property.

Arvin is a small farming community located 23 miles southeast of the main campus. It is the site of the latest groundbreaking, for an outreach location to serve another rural community area. For over 18 years classes have been offered at Arvin High School, across from the construction site. The site is expected to open next calendar year to mark yet another expansion of the College's efforts to promote a college-going culture.

In January 2015, the California Community Colleges Chancellor's Office (CCCCO) announced their selection of BC as one of 15 California colleges to pilot a four-year baccalaureate degree program in Industrial Automation. In fall 2023, Bakersfield College is set to begin the second baccalaureate degree program in Research Laboratory Technology. In November 2016, Kern County citizens voted to pass Measure J, generating \$502 million in bond funding for improvements and expansion of our facilities and infrastructure.

Bakersfield College is seen as a pillar throughout the community, blazing a trail at the forefront of the intellectual, cultural, and economic vitality for all of Kern County. The College's work is critical for building the solutions to some of our greatest societal and economic challenges including

workforce development, job insecurities, income disparities, wellness, safety, and community health. As we look forward and imagine the future of education, Bakersfield College continues to prioritize exploring and applying for additional baccalaureate programs. These offerings have the potential to bring tremendously positive impacts on the local workforce and community.



### **OUR MISSION**

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

*Approved by College Council, March 3, 2023*

### **OUR VISION**

Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

## **EXTERNAL ENVIRONMENTAL SCAN**

### **HIGHER EDUCATION POLICY IMPACTS**

The 2022-23 adopted state budget for higher education restates outcome metrics expectations which are an extension of the Vision for Success aspirations for the community college system. Described as the CCC Roadmap, the budget represents a commitment of investments to aid the system to meet a set of goals and collaboration expectations through 2026-27.

### **POPULATION SERVED**

A collection of 25 populated zip code geographies, approximately 5,000 square miles in the Bakersfield area, was used to define the effective area served by Bakersfield College. The estimated total population in 2022 was 766,700 residents but that is projected to grow annually at 0.29% until it reaches 777,900 in 2027, then out to 2040 it is anticipated to become 807,800.

In planning future programs of study, it is critical that the College monitor the population trend in the career choice age range (15 to 24). The numbers of high school graduates in the BC service area between 2021-22 and 2025-26 is expected to increase 1.6% annually. However, from 2026-27 to 2031-32 the growth in the number of graduates is projected to be annually 0.3%.<sup>1</sup> In the effective service area growth in the 15 to 24 age group is expected to slow.

Educational attainment of a college degree by individuals aged 25 or older in 2022 trails the state-wide experience (13% vs. 24% respectively). Only 6% of the area's residents have achieved a graduate degree whereas throughout the state it is 14%. Equally noticeable is that in 2022, 25% of the area residents did not complete high school while state-wide it was only 14% of the population who did not finish high school. The shortfall is perceived to be one of the barriers to attracting additional business investment to the area.

Although, based on surveys conducted by the U.S. Census Bureau, 21% of the population has an income below the poverty level and another 8% are at the poverty level. However, the median household income at \$58,800 in 2022 is likely to increase to \$73,000 by 2027.

### **ECONOMY AND EMPLOYMENT**

Kern County's economy is built around five industry clusters: (1) Aerospace and Defense; (2) Renewable Energy and Natural Resources; (3) Health Care Services; (4) Transportation, Logistics, and Advanced Manufacturing; and (5) Agriculture.<sup>2</sup> Future growth, tied to the number and type of quality jobs, depends upon solid educational foundations.

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<sup>1</sup> California Department of Finance. *California Public K–12 Graded Enrollment and High School Graduate Projections by County — 2022 Series*. Retrieved December 28, 2022, from <https://dof.ca.gov/forecasting/Demographics/projections/>

<sup>2</sup> Kern County Economic Development Corporation. *2022 Kern County Market Overview*.

Of those age 16 or older living in the College effective service area and who were employed in 2022, 41% were in the service industries, 15% worked in agriculture or mining, and 11% were working in retail trade. Of those employed, 47% were in white collar occupations, 37% worked in traditional blue-collar jobs, and 16% were in services occupations. It is noteworthy that unemployment has always been greater in Kern County and Bakersfield than throughout the state.

In February 2023, the unemployment rate in Kern County was 8.9%. This is higher than the national unemployment rate of 3.9%. The unemployment rate in Kern County has been trending down in recent years, but it is still significantly higher than the national average. There are a number of factors that contribute to high unemployment in Kern County. One factor is the county's reliance on the oil and agriculture industries. These industries are both cyclical and volatile, which means that they are more likely to experience booms and busts than other industries. When these industries are in a downturn, they can lead to job losses in Kern County.

Another factor that contributes to high unemployment in Kern County is the county's lack of a diversified economy. Kern County's economy is heavily reliant on a few key industries, which makes it more vulnerable to economic shocks. If one of these industries experiences a downturn, it can have a significant impact on the entire county's economy.

### Relative Unemployment Percentages

Area	2017	2018	2019	2020	2021	2022
State	4.8%	4.3%	4.1%	10.2%	7.3%	3.6%
Kern County	9.3%	8.1%	7.9%	12.9%	10.0%	6.7%
Bakersfield	6.5%	5.6%	5.4%	11.5%	8.0%	4.7%

Source: California Employment Development Department, Labor Market Information. *Labor Force Data for All Counties, Cities, and Census Areas*. Retrieved February 18, 2023, from <https://labormarketinfo.edd.ca.gov/data/industry-employment-and-unemployment-rates-for-counties.html>



## INTERNAL ENVIRONMENTAL SCAN

### STUDENT BODY

Bakersfield College (BC) annually serves an average of 40,200 students or 78% of the Kern Community College District enrollment and is the largest of three colleges in the Kern Community College District. Since 2014-15 BC substantially increased student participation and attendance as measured by full-time equivalent students (FTES).

#### Annual Headcount and FTES Trends for Bakersfield College

Annual Headcount and FTES							2014-15 vs. 2021-22	
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Number Change	Percent Change
Headcounts	31,290	34,149	35,988	38,513	36,940	37,566	12,245	48.4%
FTES	15,526	17,034	18,268	18,907	18,573	16,941	3,316	24.3%

Source: Bakersfield College, Institutional Effectiveness Office. *Educational Master Plan 2020-2023* and *Renegade Scorecard*. Retrieved April 5, 2023, from [KCCD Enrollment Dashboard](#)

[Add Total Awards Data]

As is commonly the case in higher education, female students outnumber male students. Females have averaged 54% of the student body over the last seven years. Students of Hispanic heritage, averaging 67% of the student body, are the largest group at the College followed by the White-Non-Hispanic cluster that has averaged 19%.

Before Spring 2020, the number of students enrolled in 15+ units averaged 8% of the student body but had increased 57% from fall 2015 to 2019. Three-fourths of the enrollment at BC has been in classes offered during the day. But, even before the COVID pandemic restrictions were imposed, the College had increased headcounts 54% in online classes from fall 2015 to 2019.

Although 91% of the students attending BC are U.S. Citizens, an international student program had been cultivated to bring both diversity and a global perspective into the student population. From a high point in fall 2017 the number of international students had declined by fall 2019 and dwindled further in the following fall terms due to restraints imposed by the COVID pandemic interventions.

## PROGRAMS OF STUDY

The College offers a robust array of certificate and degree programs. In recent years BC has added two Bachelor of Science degrees and numerous noncredit career development/college preparation certificates.

### Program Inventory

Award Category	Number of Programs
Bachelor of Science	2
Associate Degree for Transfer	38
Associate Degree Not for Transfer	58
Certificate of Achievement	67
Non-Credit Certificate	43
<b>Total</b>	<b>208</b>

Source: California Community Colleges, Chancellor's Office. *Data Mart and COCI Program Inventory*; analysis by Cambridge West Partnership, LLC

**Delivery of the Instructional Programs:** The largest concentration of classes and attendance has been associated with the main campus through in-person, online, or hybrid instruction. The long-established educational center in Delano has been a second location of concentrated instruction. Various locations in the Bakersfield metropolitan area have been used to bring instruction to where students live, attend high school, or work. Under the umbrella of the rural initiative, the College has increasingly delivered instruction in the more rural communities within the assigned service area.

## INSTITUTIONAL EFFECTIVENESS

Two state initiatives have helped BC frame goals and focus on accomplishing them. First, the adoption of Vision for Success goals in 2017 followed by the Governor's Roadmap for Community College performance from 2022-2023 to 2026-2027. And secondly, the implementation of the Student-Centered Funding Formula (SCFF) in 2018-2019, provided funding based on the needs of low-income students and on student achievement outcomes in lieu of revenue being based exclusively on attendance. These initiatives complement the Accrediting Commission's expectations that member institutions will annually establish floor and aspirational growth institutional set standards (ISS) using metrics that overlap the Vision for Success and SCFF metrics.

As a Guided Pathways institution, the College is always developing innovations to close equity gaps for student populations that experienced the most disproportionate impact in those five outcomes. BC is currently developing a workplan to integrate the Student Equity Achievement Plan (SEAP) and the College workplan into the Guided Pathways framework. Multi-year goals and actions will be developed from that effort.

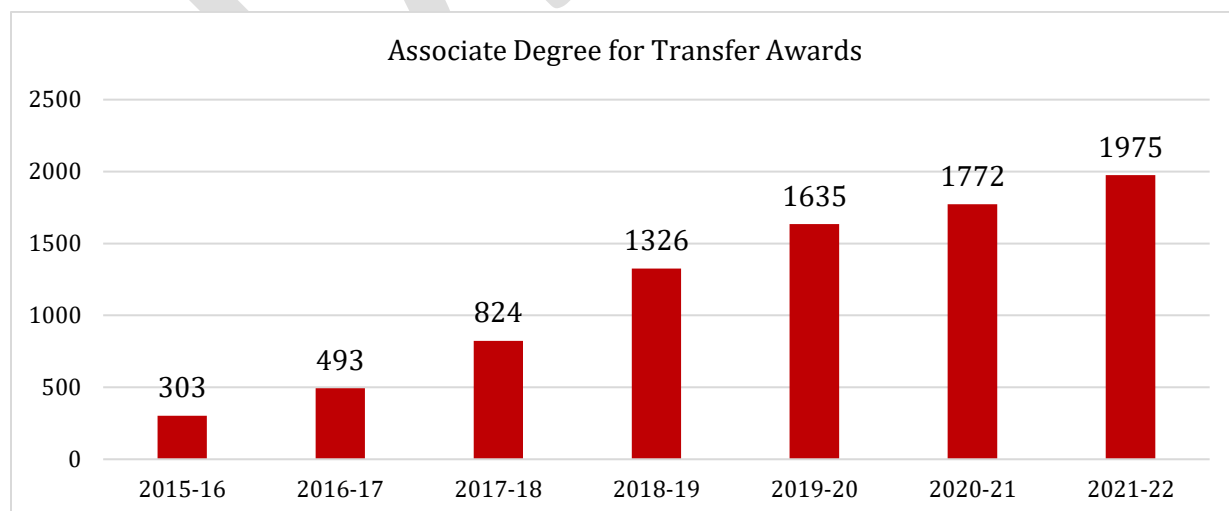
To evaluate the effectiveness of interventions launched through the Guided Pathways framework, the College has identified key momentum points in a student's journey through the college experience. Progressing through the momentum points improves the likelihood that students will

complete a degree and transfer. Momentum point progress for the largest disproportionately impacted populations, Hispanic/Latinx and Black students, have been of particular interest.

Percentage of First-Time Students Who Achieved the Momentum Point									2014 v 2021
Momentum Point	2014	2015	2016	2017	2018	2019	2020	2021	Increase
<b>Attempted 15+ Units in First Term</b>									
Hispanic/Latinx	10%	10%	10%	13%	18%	19%	21%	18%	8%
Black	10%	13%	12%	19%	17%	19%	16%	19%	9%
<b>Attempted 30+ Units in First Year</b>									
Hispanic/Latinx	9%	10%	10%	13%	15%	13%	17%	15%	6%
Black	6%	11%	12%	10%	13%	14%	17%	12%	6%
<b>Completed Transfer Math &amp; English in First Year</b>									
Hispanic/Latinx	3%	3%	4%	6%	7%	8%	10%	10%	7%
Black	0%	3%	2%	2%	4%	5%	6%	6%	6%

### STUDENT COMPLETION WITH AN EMPHASIS ON TRANSFER

The College has launched an effort to promote degree completion and transfer to four-year institutions by hosting 38 Associate Degrees for Transfer (AD-T). BC established a presence at California State University Bakersfield (CSUB), launched a Finish-in-4 Program with CSUB, and pioneered a program mapping software that the CSU system is adopting to support academic planning for prospective transferring students. These efforts have stimulated substantial growth in the number of AD-T awards.



BC has eliminated the degree completion equity gap for Hispanic/Latinx students by using the Guided Pathways framework to remove barriers. Students who self-identify as having Hispanic/Latinx heritage averaged 69% of all awards from 2017-18 to 2020-21, 2% above their 67% average representation in the student body. And over the last six years, 2015-16 to 2020-21, BC has increased the number of students who successfully transferred to any four-year university.

**Transfer Trends**

BC Students Transferring to any Four-Year Institution						Average	2015 vs 2020	
2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021		Number Change	Percent Change
1,056	1,190	1,161	1,377	1,488	1,667	1,323	611	58%

Source: Bakersfield College, Institutional Effectiveness Office. *Renegade Scorecard- Student Success*. Retrieved February 16, 2023, from <https://www.bakersfieldcollege.edu/scorecard/student-profile>

Given its proximity, 43% of the transferring students attend CSU Bakersfield. Among those entering CSUB the greatest gains have come from Latinx and Black students, the groups who are most severely disproportionately impacted. Over the last six years, 2015-16 to 2020-21, the College has increased the number of students who successfully transferred to any four-year university.

[Add Programming by site]

## INTERSEGMENTAL APPROACH TO THE FUTURE

Over the past three years, Bakersfield College has been envisioning what the future of learning will look like in a post-pandemic society. As an institution, we are focused on ensuring that historically marginalized students who have disproportionately been impacted by the pandemic, poverty, inaccessible resources, and other barriers are given a streamlined path with equal opportunity and support to succeed.

BC is focused on supporting every student towards a baccalaureate degree or to transfer. We know that a college degree can open up a world of opportunities for our students, leading to better jobs, higher salaries, and a fulfilling career. We strive to break down barriers so students are supported in a seamless transition from entering higher education, staying on their course, all the way to completion.

### EARLY COLLEGE

The Early College program is part of a comprehensive effort to stimulate a college-going culture throughout the service region offering high school students the opportunity to start the college experience while still enrolled in high school. The program uses both dual and concurrent enrollment strategies, in which fees are mostly waived or very minimal, resulting in a highly equitable approach.

The goal has been to allow every ninth grader at nearly 40 high schools throughout Kern County to have the opportunity to earn at least 12 college credits during their high school career. Some students will earn an associate degree simultaneously as they complete 12th grade. The Early College program is part of the College's equity agenda and currently has over 12,000 students participating in dual or concurrent enrollment courses through Bakersfield College annually, and 10% (or 1,200) of these students are participating in degree completion pathways that will allow them to earn an entire associate degree by the time that they graduate from high school.

#### Distinct Counts of Early College Participants

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
1,585	5,007	5,356	7,330	9,037	8,075	10,573

Source: Bakersfield College, Institutional Effectiveness Office. *Early College Dashboard*

The College has identified several additional areas for action to further develop the Early College program. These include refining the dual enrollment application process to remove barriers, facilitate annual enrollment, and fee waiver application protocols for non-residents. There is also interest in finding ways to provide services to AB540 eligible students to ease their transition to BC and to help all Early College participating students to complete the federal financial aid application.

The faculty mentorship program between BC and high school instructors will also be expanded to each discipline, rather than by department to promote rigor in instruction, encourage communication, and provide guidance on ways in which students can access support services. College and high school faculty members will continue curriculum alignment discussions for

pathway high schools and the intent is to promote that the high school faculty are colleagues and partners with the BC faculty members.

To take the equitable approach one step further, faculty and staff are exploring the use of open education resources in as many courses as possible to mitigate the cost of textbooks for concurrently enrolled students.

### **BACCALAUREATE PROGRAMS**

Bakersfield College was selected in 2015 as one of 15 California Community Colleges to pilot a bachelor’s degree program. BC’s Industrial Automation Baccalaureate Program was intentionally designed to prepare individuals for technical management careers in industries that utilize automation, including the petroleum, manufacturing, logistics and agriculture industry sectors, to improve the regional economy. In 2018, BC held a record-breaking commencement ceremony, recognizing the first-degree earners of Industrial Automation Baccalaureate degree from a California Community College. Graduates of the Industrial Automation baccalaureate program are typically immediately employed upon graduation and the program.

#### **Graduates by year of BC’s Baccalaureate in Industrial Automation**

Actual						Projected		
2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
7	12	10	16	15	18	26	35	45

Staff and faculty have advocated for growing the baccalaureate offerings at Bakersfield College to not only meet local demand, but also these affordable and accessible paths are one way educated students will secure lifelong, gainful employment to support themselves and their families right here at home. In 2022, BC was selected as the first California Community College to offer two baccalaureate degrees with the approval of the Bachelor of Science in Research Laboratory Technology.

High school students participating in the early college program can access general education science courses that will start them on a science, technology, engineering, or math (STEM) pathway that could lead them from the Research Laboratory Technology Associate of Science degree into the baccalaureate program. High school students could also access the program by gaining advanced credit for some courses through advanced placement or college-level examination program (CLEP). Approximately 25% of the 3,700 STEM majors at BC are enrolled in the early college program.

An associate degree *similar* to the BC Research Laboratory Technology AS degree does not exist in California. Students completing an AS-T in a variety of laboratory-focused programs could complete the BC Research Laboratory Technology AS program with a difference of two courses. Most students who are currently BC STEM majors could transition easily to the Research Laboratory Technology AS and be immediately on the pathway to the B.S. degree.

The college looks to grow its baccalaureate offerings through the application process for a third baccalaureate in Police Science with additional applications to follow.

### **PROGRAMS MEETING RISING WORKFORCE NEEDS AND SPECIAL POPULATIONS**

Staff and faculty of the college are continually looking to develop programs that will offer gainful employment opportunities and economic growth for the region. Several programs are in focus:

**Adult Education:** Adult learners are the next frontier of service from BC and consist of prospective students who are underemployed or unemployed individuals, displaced people, etc. who have a particularly unique set of needs as learners. Noncredit curriculum and programs provide a tool to incentivize adult learners to attend BC and services are delivered at multiple sites within the BC service area including Delano, Shafter, McFarland, Wasco, metropolitan Bakersfield, and Arvin.

The College plans to use noncredit instruction, credit certificates, and degrees as a means to enhance life opportunities for the adult learners. An important question to be resolved is how to arrange opportunities so that the students who complete noncredit instruction may transition to a credit certificate or degree program of study. Credit for prior learning protocols is one possible strategy to address this issue.

The Racial Equity for Adult Credentials in Higher Education (REACH) state initiative is also informing BC's approach to adult learners. BC intends to build "on and off ramps: for these students to access and exit educational programs. The Community Action Partnership of Kern (CAPK) in Kern County provides basic services (housing, underemployed, etc.). The City Serve faith-based non-profit organization provides wrap around services to support the most vulnerable adult learners. Both organizations are prime partners for the College in supporting some of the adult learners. BC is thinking about the life cycle of a student. The intent is to onboard adult learners through community organizations, teach the adult learners, over a short-term, some essential skills, have the adult learner leave with some support to land a job. The core task over the next one to four years is to provide a more thorough system and to think about relationships in a systematic way to support students from start to end. The BC effort will rely on partnerships. The adult learners are hard to find but they are everywhere and nowhere at the same time. BC would also like to provide for an employer and employees any relevant basic training for prospective adult learners in the workforce and to do so at the employment site.

**Education:** The Education Department is looking to promote a "grow your own" model that would offer education studies courses to currently employed education paraprofessionals which would lead to a degree. The "grow your own" strategy is particularly relevant for employed paraprofessionals who live in rural areas. The Education Department intends to expand these efforts in the next several years.

Although recent legislation regarding teacher credentialing pertaining to transitional kindergarten and K-3 teachers may not go into effect until 2023, the Department is working with districts to provide teachers with the required educational experiences that will qualify them for the new certifications. Several school districts have approached the Department with an invitation to offer

their K-12 faculty members curriculum from noncredit certificates which would help those faculty with transitional development (aka professional development) skills and insights appropriate to implement new modes of teaching or curriculum.

Another growing innovation is Parent University, a program offered in the Bakersfield City School District (BCSD) and in the rural community of Arvin to get parents involved in their child's education or to consider becoming an educational paraprofessional. The pilot is modeled after some aspects of the College's child development programs. The Parent University leaders seek to create cohorts of parents in need of support from the Family and Consumer Education Department child development faculty members. Courses in the Parent University are offered as either credit or noncredit classes. There is interest from the child development faculty members and the leaders of the Parent University program to expand this project into the northern portions of the BC service area.

**Engineering:** There are ongoing discussions to create a Central Valley articulation agreement in the engineering discipline. The discussions seek to identify skills to be developed by the curriculum and to perform a gap analysis to make content connections among the engineering courses at different institutions. BC's engineering faculty are interested in creating a curriculum that better aligns to the common specializations within the engineering discipline so that transferring students would be able to complete the baccalaureate with only two additional years of upper division study.

BC has a strong engineering program with nearly 1,000 majors but does not have an articulation with CSUB or other university engineering programs. BC's faculty members are considering the development of a more applied engineering program to ease transfer to CSUB.

**Hospitality:** BC is developing a Hospitality Associate Degree for Transfer (ADT). The idea for this degree grew out of conversations with the local Tejon tribe which is breaking ground soon on a 400 room Hard Rock Resort at the base of the Grapevine. The plans for this resort include several restaurants and a promise from the tribe to employ local people to staff the many jobs that will be created by the resort. BC is therefore developing its Hospitality ADT with working professionals in mind. The GE courses will be contextualized, and the program will be offered in flexible modalities. In addition, BC will ensure that sustainability is included in this program by embedding principles and strategies of sustainable business practices within the program's coursework and by developing an independent course on sustainable business practices. They will also give students practical experience with sustainability by continuing practice of using produce from BC's edible garden in the hospitality program's curriculum and events.

The hospitality ADT will be made up of three stackable certificates and the required general education (GE) courses. By Fall 2025, BC plans to launch the new hospitality ADT. To meet this goal, the college must complete the Culinary Arts curriculum alignment to transfer courses and the development of the four new Hospitality courses, develop Hospitality GE courses to meet transfer requirements, take all courses through the curriculum and CID approval process, and take the Hospitality ADT through the state approval process.



**Pre-Medicine:** The pre-med school curriculum at Bakersfield College (BC) is part of the biology program and although an articulation agreement with the California Health Sciences University in Clovis was established seven years ago with scholarships available to BC students, no students have pursued that opportunity. The agreement creates access to the Doctor of Pharmacy program which requires three years of study at Cal Health Sciences. Graduates who pass national exams can expect to enter positions annually paying over \$100,000.

BC is focused on establishing several articulation agreements and pathways to graduate programs in medicine. BC has a planning grant from the California Wellness Foundation to plan an articulated pathway from the community college for pre-med students to attend University of California (UC) Merced for a bachelor's degree then acceptance into the medical doctor program at UC San Francisco campus. Another grant is being managed by the Kern County Superintendent of Schools to support planning with CSU Bakersfield (CSUB) and Kern Medicine that would allow high school students to learn about a pathway to attend BC, transfer to CSUB, complete a doctorate at Western University of Health Sciences in Pomona, and return to Bakersfield for residency at Kern Medical. A similar arrangement is in place with Morehouse School of Medicine in Atlanta and Dignity Health in Bakersfield.

**Rising Scholars:** BC's Rising Scholars Program currently operates in five state prisons, two juvenile hall facilities, and a custody to community transitional reentry program located in Kern and Kings Counties. In addition to instruction offered to those who are incarcerated, the College also offers a variety of support services to formerly incarcerated individuals who are enrolled and attending classes at BC.

[Add data on Rising Scholars enrollment]

The program envisions growth over the next few years by expanding the number of degree programs available, expanding the California Department of Corrections and Rehabilitation (CDCR) and CANVAS laptop pilot, developing a tracking and support mechanism for formerly incarcerated students, and expanding support to enrolled students.

Three transfer degree programs being explored as additional offerings to Rising Scholar students. These include Political Science AA-T, Philosophy AA-T, and Anthropology AA-T degrees and have been selected to intentionally develop pipelines to baccalaureate programs. New fields of study, such as wildland firefighting, will be evaluated.

New collaborations are vital to the program's success and will be pursued with local jails, custody to community transitional reentry facilities, and juvenile hall facility administrators to increase participation. Most recently, courses have begun at the Casa Aurora drug rehabilitation facility in Bakersfield that is designed for 83 female inmates.

The development of on-site learning spaces with properly equipped classrooms is essential for growing the incarcerated student pathway to the Industrial Automation baccalaureate program. Prison authorities have provided within the prison a mobile lab with equipment since 2021-22.

# EQUITY AND COMPLETION THROUGH GUIDED PATHWAYS FOR THE FUTURE

## GUIDED PATHWAYS

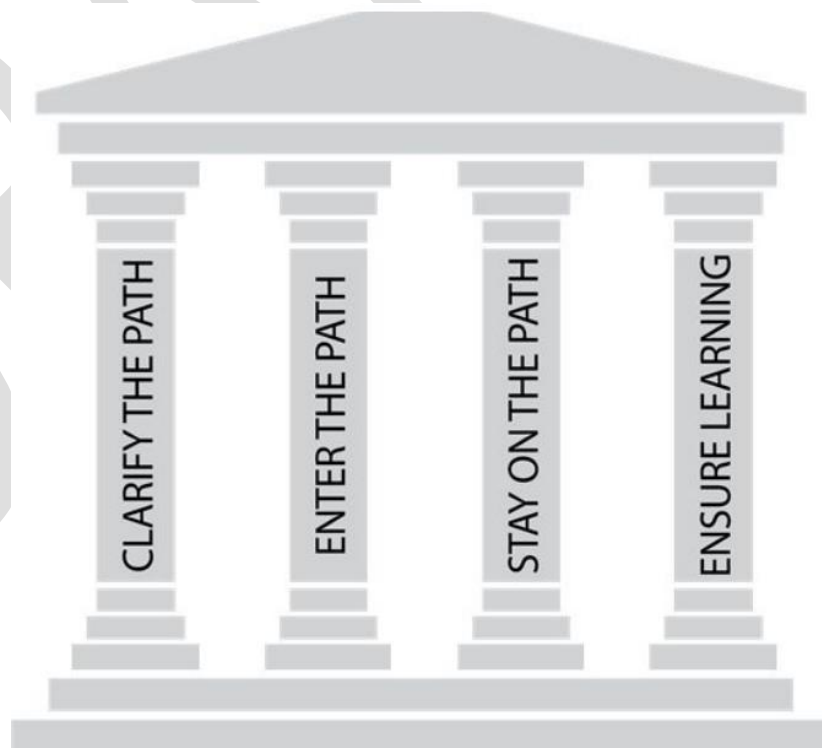
Bakersfield College implemented Guided Pathways in 2014 along with four momentum points as benchmarks for student success. These benchmarks included:

- Attempting 15+ units in the first term
- Completion of transfer-level math and English in the first year
- Attempting 30+ units in the first year
- Completion of 9 core pathway units in the first year

College data has demonstrated that BC does a great job with the first two pillars of guided pathways, recruitment and enrollment in the first term, however, it has also identified that the College needs to implement strategies to increase student persistence (currently term to term and fall to fall persistence rates are 60% and 75% respectively). Since the inception of guided pathways, the college has focused on improving social and academic support for students, such as the establishment of a robust Basic Needs center called the Renegade Nexus (services include food pantry, transportation, mental health services, etc.), embedded tutoring and writing support, and embedded counseling and advising support.

Going forward, Guided Pathways has the following goals by pillar.

**Pillar 1, Clarify the Path:** (1) Increase awareness and support for Financial Aid application completion, (2) Increase presence and knowledge of transfer at the high schools prior to entering community college, (3) Develop and implement program maps for non-credit certificate pathways, (4) Work to support Adult students through supporting Starfish degree planning and Program Pathway Maps, (5) Expand aligned/stackable programs with Non-Credit entry options for livable wage areas.



**Pillar 2, Enter the Path:** (1) Increase and be more intentional about interaction points with students during their onboarding process, (2) Increase student enrollment by 11% (estimate) over

a 4-year period of 2022 to 2026. Student enrollment is defined by the Student Success Metrics Dashboard as follows: Among all applicants who indicated an intent to enroll in the selected institution as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same selected institution in a selected year, (3) Continue to work within the district and at the state level to advocate for improvements to CCCApply, (4) Completion teams with market broadly non-credit courses for CDCP series, (5) Continue to grow and support early college programs.

**Pillar 3, Stay on the Path:** (1) Continue efforts to increase faculty buy-in for the completion of student progress reports, (2) Continue efforts to increase student completion of the milestones previously mentioned, (3) Work with service areas to address needs that arise when student requests for services exceed the availability of those services—with the goal of all students being able to get the help they need to succeed, (4) Work with faculty leads to evaluate program pathway maps for conflicts and bottlenecks, (5) Completion teams will engage in conversation to encourage student-centered scheduling (e.g. Institution goal to develop schedule based on specific student profiles, aligned with updated pathway maps, and ensuring completion is possible in two years).

**Pillar 4, Ensure Learning:** (1) Support institution goals to increase Black and African American student persistence over 3 years by 14.3%, as well as increase male student persistence over 3 years by 5.8%, (2) Engage in conversations to encourage the development of institution set standards with a focus on persistence and completion, (3) Target and support disproportionately impacted students to reduce gaps and address equity, (4) Continued expansion of industry and community partners in CAEP Integration, (5) Focus implementation of Zero Textbook Cost to reduce the economic burden/potential barrier to persistence for students.

Bakersfield College leaders spent 18 months on fully mapping and sequencing its pathways into our Kern Promise: Finish-in-4 maps through which students can complete an ADT in 2 years and earn a guaranteed spot at CSU Bakersfield with junior level standing

## **COMPLETION AND TRANSFER**

**Transfer/Finish-in-4/Transfer-in-2:** Bakersfield College leaders spent 18 months on fully mapping and sequencing its pathways into our Kern Promise: Finish-in-4 maps through which students can complete an ADT in 2 years and earn a guaranteed spot at CSU Bakersfield with junior level standing. That work has served students well and earned the college several statewide recognitions.

However, BC's transfer staff realize that over the next few years, they will have to mitigate the effects of the implementation of AB1705. During the pandemic, BC took many measures to ensure *students stay on the path and ensure learning*, however, rural students were disproportionately affected by the pandemic, and many EMLS students live in rural areas. Therefore, many ELMS students were disproportionately impacted by the lack of access to technology hardware, software, and connectivity. The pandemic, alongside lower enrollments resulting from fewer students taking developmental courses as a result of AB 705, led to a drop in EMLS enrollment, and the department had to reduce the number of sections offered.

AB1705 also calls for the removal of most courses at the CA Community Colleges that are below transfer level. By Fall 2025, all students except for some areas such as EMLS, must go directly into transfer level coursework. Most degree-seeking students will not be able to voluntarily elect to take developmental courses for non-credit because they will not be offered. Both the English and Math disciplines are concerned about this requirement and its impact on student success and equity.

Staff, faculty, and leadership plans to mitigate the effects of AB1705 in several ways: a) by making sure that students develop healthy course combination schedules. The campus works to achieve this by utilizing scheduling technology to identify “toxic course combinations” that may impair a transfer-students’ progress, b) by increasing availability of academic support services such as tutoring and supplemental instructions, and c) by talking with students early about the availability of these academic support services and convincing them that they are not “bad” and instead are necessary for the successful completion of degrees and certificates.

### **INTERNATIONAL STUDENTS**

BC’s international students typically identify a UC as their transfer institution of choice, and two of the top transfer UC’s from BC are Berkeley and UC Santa Barbara. BC works closely to ensure successful completion of transfer courses as well as seamless transition to the international student’s 4-year college of choice. The staff in BC’s international student program are currently working to develop pathways for transfer students to the UC’s and bring BC’s exposure to other countries through social media and webinars to provide BC with quality leads for international students.

Future goals of the program include targeting outreach to students from other countries including Korea, Vietnam, Latin America countries, and India, and developing pathways that include support for the unique needs of for international students at identified momentum points. These will include addressing social and emotional needs of international students, including the following:

- Providing opportunities for international students to be active and engaged on campus,
- creating team bonding event/activities to combat homesickness,
- helping students understand logistics of living on campus such as laundry, brewing coffee, etc.

**[Add data on international enrollment]**

### **CREDIT FOR PRIOR LEARNING (CPL)**

To ensure students *enter the path* with credits they’ve earned through validating prior learning, Bakersfield College (BC) has a process established and a web site with forms and information in place for two of the three common scenarios for CPL. Military veterans can access a state database, the Military Articulation Platform (MAP), to explore the possibility of being granted BC course credit for training they received in the military. The MAP platform is used by California community colleges to facilitate comparison of course outlines and learning outcomes on a Joint Services Transcript (JST) to the college’s course outline of record and related learning outcomes in order to reach equivalency decisions. BC department chairs are being prompted to use the MAP resource to

create equivalencies that would facilitate awarding BC credits to the veteran students and future workshops are being planned to accelerate the review process across all BC programs.

A second CPL option for some students is to receive recognition for learning accomplished to earn an industry certificate. BC is part of a state work group effort to extend the MAP to include standard industry recognize certificates. In time, that enhanced resource will facilitate the granting of equivalent BC course credit to students who have documented industry certificates.

And a third CPL option is intended for students who have a work history that is not recognized by an industry certificate but can be documented in a portfolio for BC faculty to review. The next steps are to develop rubrics with which the portfolio materials could be evaluated for equivalency to a BC course.

Into the future the CPL team plans to develop a handbook to place all of the information about CPL in one place. The College has committed to provide support for the faculty leader of this effort, but the CPL team would like to see a Program Manager position created in order to sustain the effort.

### **COMPETENCY BASED EDUCATION (CBE)**

BC is one of 8 pilot colleges participating in a grant funded opportunity to work with the State Chancellor's Office to develop Competency Based Education parameters for the state. This work, and the 8 colleges that are accomplishing it, will eventually facilitate the development and implementation of CBE programs at all 116 California Community Colleges. BC has selected Culinary Arts as its pilot CBE program. CBE will allow students to progress at their own pace, get credit for skills they already possess, and possibly increase the numbers who are able to complete degrees.

Culinary Arts faculty have completed the initial identification of skill competencies required for the Culinary Arts courses. They are currently working to parse and combine competencies to meet the goal of identifying a maximum of 50, including those in general education (GE). BC is seeking a GE faculty member to join the CBE team to help identify the GE competencies. The goal is to have GE faculty develop courses for the CBE programs that can be contextualized within CTE areas. To meet the goal of launching the CBE program by Fall 2025, the College must complete the identification of up to 50 competencies, develop necessary curriculum and proceed through all approval processes, revise any district policies, and complete the ACCJC substantive change to offer CBE.

### **THE OFFICE OF STUDENT LIFE**

Leadership and staff in BC's Office of Student Life are dedicated to *ensuring learning* through the opportunities they provide students both inside and outside of the classroom. They understand, through both anecdotal and empirical evidence, that increased student success and completion are correlated to student engagement. Over the next few years, BC's Office of Student Life envisions a transition from the College's current perception of Student Life as separate from instructional departments; to one where these aspects of a student's education are recognized as essential to student equity and success. In this re-envisioned model, Student Life and Instructional departments will work together to implement the following three components:

1. Student Life will transition to the “Center for Campus Engagement.” This change is necessitated because of the breadth and depth of services that are encompassed by the various current Student Life programs and services.
2. BC will develop a culture of co-curricular student services where service learning and student organization engagement are embedded in the curriculum. This will require a partnership between Student Life and instructional departments and will offer students the opportunity to see the impact of classroom learning on real life experiences.
3. BC will develop an academic certificate in “Leadership” that will include existing BC courses, Government and Civic co-curricular requirements, and the development of new courses as necessary to complete program requirements.

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## **EVOLVING WORKFORCE PREPARATION FOR THE FUTURE**

Bakersfield College has a strong commitment to providing a robust lineup of career education programs designed to prepare students to enter the workforce and fill identified gaps between projected job openings requiring technical knowledge and the regional supply of college graduates. The future direction of BC's workforce preparation is focused on the following categories of efforts: (1) educating healthcare providers; (2) creating apprenticeships and industry partnerships; (3) mastering technology; and (4) improving administrative processes.

### **APPRENTICESHIPS AND INDUSTRY PARTNERSHIPS**

BC has leveraged the state's policy and funding to increase the number of apprenticeship programs to prepare students for the Kern County workforce. The new areas of interest for BC include health care, information technology, transportation and logistics, and energy. Each apprenticeship requires several administrative activities to be accomplished in collaboration with business partners, labor councils and unions, the California Division of Apprenticeship Standards (DAS), the U.S. Department of Labor (DOL), the California Apprenticeship Initiative (CAI), and nonprofit and other community groups.

New apprenticeship training programs have been established through partnerships with these firms: Wonderful Company, California Department of General Services, California and Bakersfield Area New Car Dealers Association, Bitwise Industries, OpenClassrooms, Adventist Health, and Kern Medical. Additional apprenticeship opportunities are being pursued in advanced manufacturing, automotive, hospitality, healthcare, and energy.

The partnership with the Wonderful Company draws on some of the curriculum from the industrial automation discipline and is taught at the Company's training center in Shafter. The target audience contemplated in the proposal to the Wonderful Company is for educational and technical training delivered to existing and the potential workforce for employers at the industrial park and high school students participating in the BC early college initiative. In addition to workforce instruction, the proposal suggests possible connections to Early College credit programs that align with industry certification requirements. Also, a series of 16 non-credit instructional topics about occupational safety, risk management, and office and business skills were proposed. BC is prepared to offer a series of courses in eight-week modules during the primary terms and in the summer months.

### **HEALTHCARE**

**Health, Equity, and Learning (HEAL):** In November 2018, BC's representatives, BC's community healthcare professionals and other partners created a healthcare initiative called the Health, Equity, and Learning (HEAL). The Collaborative has identified several workforce preparation gaps in a variety of medical professions which BC is addressing by introducing new programs of study and increasing enrollment capacity in existing programs. Supported by a Title V grant, the Early College program also intends to increase the number of sections offered, double the number of declared majors, and create pathways from adult schools to health programs of study. Partnerships with

hospitals and unions have also created a Licensed Vocational Nurse (LVN) to Registered Nurse (RN) bridge program for perinatal and neonatal nursing care.

**Registered Nursing:** BC's RN program started an apprenticeship path for those completing the associate degree who want to train for perioperative nursing. This bridge into the community health sector is aimed at expanding opportunities for the RN program graduates. Several new allied health programs are being considered while other existing programs are going to have expanded curriculum. Modification of facilities will allow growth efforts of established programs of study to increase enrollments.

**Physical Therapy Assistant:** BC's Physical Therapist Assistant program is in the process of seeking accreditation from a national organization to enhance the stature of the program. A course introducing BC students to the discipline has been popular and is being offered at the Kern High School District (KHSD) Career Technical Education Center (CTEC). The program plans to create a credit certificate program for rehabilitation aides to spark interest in the occupation.

**Public Health Sciences:** Four years ago, the Public Health Science major was introduced as an AS-T degree with a heavy science component. Going forward the program looks to emphasize more public health education instruction. The Department is working to strengthen the AS-T to ensure easy transfer to four-year public institutions. The department intends to create and consult with an advisory board to upgrade the two job skills certificates into certificates of achievement. Those two job skills certificates currently require only a few units: (1) community health worker and (2) public health informatics & technology. Curriculum work is being undertaken to convert PBHS B23 and introduce a new course specializing in public health statistics.

**Emergency Medical Technician (EMT):** Public safety health-related career technical education programs of study are also being expanded. Emergency Medical Technician (EMT) faculty members are expanding instruction in Delano, Wasco, and eventually in Arvin. Faculty members intend to continue expanding the strategy of using a hybrid delivery modality to attract more students.

**Mental Health Certificate:** Both the psychology and criminal justice departments have been considering new courses to address mental health issues. Psychology faculty members have partnered with nursing faculty members in the Certified Nursing Assistant (CNA) program to offer an introductory mental health course to complement the currently provided occupational training. The Bakersfield Behavioral Healthcare Hospital approached BC to conduct more training in mental health for their employees. In response, the Psychology Department is working on a non-credit certificate. Several BC leaders have started to discuss a de-escalation curriculum and the topic has become part of the College's efforts in BC's criminal justice program to infuse more education about this topic into first responder training.

## **MASTERING TECHNOLOGY, RESEARCH, AND RENEWABLE ENERGY**

**Industrial Automation:** Faculty members leading the Industrial Automation program intend to increase enrollments in the program in several ways. Curriculum is taught at six high schools in the Early College Program and this will be a focus of the Early College expansion efforts. The Rising



Scholars Program also includes the curriculum in offerings to incarcerated individuals at several state prisons in Kern County. Discipline faculty members are considering ways to facilitate program access for BC students in related disciplines such as engineering, energy, agriculture, advanced manufacturing, etc. Industrial automation courses also have been articulated through the state and the department hopes to continue expanding those agreements. A final new audience has been identified as currently employed individuals who would like to learn some of the topics covered in the upper division curriculum. However, those individuals have not completed the 18 units of lower division coursework and cannot enter the program. However, a certificate of achievement proposal is being developed to address the interests of those currently employed.

**Makerspace:** Faculty members in the Industrial Technology department are seeking to attract BC students to careers in industrial automation, advanced manufacturing, and other technical programs that can utilize the new makerspace laboratory as a creative design center. The vision for the makerspace is to provide learning opportunities focused on innovative and advanced manufacturing technologies in a hub open to BC students and the community. The 900 square foot makerspace will be equipped with a laser for engraving and cutting, a 3D printer, an industrial quality power sewing machine, and various tools necessary to support inventors and innovators. The grand vision is to allow BC students and the community to build wood, plastic, and metal scale models from their designs. A series of six nine-hour non-credit courses is being proposed to prepare students to use the makerspace.

**Research Laboratory Technology:** The second baccalaureate degree program launched by BC is in Research Laboratory Technology. Like the Industrial Automation Bachelor of Science degree, this new degree is a workforce preparation curriculum. The upper division courses are designed to educate students about instrument maintenance and laboratory preparation tasks but not in a medical or clinical laboratory setting. An associate degree similar to the BC Research Laboratory Technology AS degree does not exist in California. Students completing an AS-T in a variety of laboratory-focused programs could complete the BC Research Laboratory Technology AS program with two additional courses. Most students who are currently BC science, technology, engineering, math (STEM) majors could transition easily to the Research Laboratory Technology AS and be immediately on the pathway to the B.S. degree.

**Valley Strong Energy Institute and the California Renewable Energy Lab:** The Kern Community College District (CCD) and BC have had a long interest in advancing renewable energy in the service area and beyond. The Valley Strong Energy Institute was created in Fall 2021 from early KCCD energy efforts through a \$2 million gift from the Valley Strong Credit Union. The state of California also awarded Kern CCD a \$50 million grant to create a renewable energy hub called the California Renewable Energy Laboratory (CREL). CREL has formed a coalition of 37 partner organizations from labor, industry, community, local indigenous tribes, government, national labs, academia, and workforce development to advance the project's agenda that is organized into four focus areas: (1) three centers of excellence to conduct demonstration projects, (2) community education and engagement through webinars, (3), technology transfer and commercialization, and (4) workforce development training.

**Modern Energy Workforce Certificate:** To address workforce development, a Modern Energy Workforce certificate has been developed that will be conferred upon completion of a three-course non-credit curriculum and the faculty is developing a credit curriculum certificate and an associate degree in energy systems technology for future energy workers.

Federal grant and low-interest loan resources are going to be available throughout the nation due to funding from the infrastructure and inflation reduction legislation. Those funds are expected to offer many opportunities for the CREL team to partner with BC, community organizations, national laboratories, and the private sector to secure additional federal investment, and technical expertise with which to leverage state and local clean energy advancements.

### **OPTIMIZING PROCESSES**

**Learning Aligned Employment Program (LAEP):** BC is implementing the Learning Aligned Employment Program that was established in the 2021-22 state budget. It allows the placement of a participating student in an educationally beneficial position that relates to the student's area of study, career objective, or the exploration of career objectives while decreasing financial barriers associated with educational cost. The program is currently in its beginning phases and the first cohort of students are expected to be placed in Summer 2023.

**Certificates:** Certificates are one type of award that BC confers to recognize a student's completion of the prescribed courses. They are a testament to the student's accomplishments and employers may require these before granting a promotion or salary increase. Over the last seven academic years the number of certificates issued has sharply increased with the most profound increase being non-credit certifications that were only started in 2020-21. The recording process for the certificates is that Admissions and Records works with a third-party vendor to print and mail the certificates. To streamline and accelerate the process, the Career Education Department is proposing to print the certificates in-house and hand them to the students after evaluation and recording.

**Non-Credit Courses:** Non-credit courses have been offered to support placement efforts for students in English and Math and as a pre-requisite for students in technical programs, such as to use the makerspace. Non-credit courses are also available to the community through BC's Launchpad to help entrepreneurs and as other community education efforts such as instruction on edible gardens, early childcare, and education for parents through the Parent University. However, the bulk of the non-credit curriculum and future direction of efforts is in workforce preparation and development.

In an intersegmental approach, BC is collaborating with public school districts to provide K-12 faculty professional development and with community non-profit organizations to develop leadership skills among its members. The Adult Education team uses non-credit curriculum to provide an on-ramp for adult learners to receive instruction in a variety of disciplines to access the workforce or experience career advancement.

## **FACILITIES AND INFRASTRUCTURE FOR THE FUTURE**

### **MEASURE J IMPROVEMENT PROJECTS**

Passed in 2016, the Measure J bond of \$502 million set Bakersfield College on track to make needed improvements to the BC campus as well as the Delano campus, Arvin campus, Porterville College, and Cerro Coso Community College. Completed, in-progress, and proposed projects are designed for the future; BC students will have the opportunity to learn in facilities outfitted with current and scalable technology that will remain relevant for decades to come.

Completed Measure J projects to date include the following facilities and modernizations: Veterans Resource Center, Science and Engineering building, Campus Center, Administrative Services, Memorial Stadium and the newly completed Welcome Center which serves as a centralized location for students to visit Financial Aid, Admissions, and get general questions answered. Interior building infrastructure has also been updated with wireless access points, water/sewer/gas upgrades have been made, and parking lots have undergone improvements.

#### **Current Projects**

**Renegade Athletic Complex:** The Renegade Athletic Complex is scheduled for completion in summer 2023 and includes a new gym and women's fieldhouse as well as fitness center, locker rooms, and other training rooms.

**Delano Learning Resource Center:** In Delano, a new two-story Learning Resource Center (LRC) building is scheduled to be completed in May of 2023 to replace modular units. This facility will include a library, study hall, flexible classrooms capable of holding 32-64 students, a tutoring center with private tutoring rooms, computer labs, and faculty offices. The library is the heart of the building and serves as the place where students can study, and access resources needed to further their education.

**Arvin General Education Center:** The City of Arvin gifted the College a 31-acre plot of land, adjacent to the high school. Begun in summer 2022, the new General Education Center will be the first building to be constructed on the new Arvin Campus, and a large parking area will also be made available. This new facility will consist of flexible classrooms capable of holding 32-64 students, a tutoring center with private tutoring rooms, computer labs, a dedicated Writing Center, an open study hall with group study rooms, and a library to help facilitate research and to provide additional quiet study space. Spaces where students can access help directly from their teachers, counselors, and educational advisors will be available. Finally, also planned is a multipurpose lab to be used by several disciplines from science to art. Occupancy is projected for fall 2024.

## **Future Projects**

**Agriculture:** Currently the Agriculture Department resides in a series of outdated and undersized buildings. With new facilities, improvements will allow the program to grow and diversify into a second century of agricultural education. A general Agriculture build-out is proposed to include greenhouses, a horticulture shop, and a mechanized agriculture shop. This reinvented space would be located at the site of the existing Horticulture and Agriculture buildings, keeping the department in close proximity to other disciplines such as Science, Engineering, and Industrial Technology. Having these departments as neighbors could facilitate exciting, multidisciplinary collaboration in the future.

**Parking Lot Construction and New Entry:** By 2025-26, BC intends to create a new parking lot south of the existing agriculture farm and add a new entry road off Panorama Drive. The College also plans to relocate two multi-purpose sport fields south of the existing baseball field to provide space for the new parking lot.

**Center for Student Success:** The creation of a new Center for Student Success either through the renovation of the old library or the construction of a new building are in the early stages of planning and development. The departments to be housed in this building are Academic Support, Career Services & Student Employment, DSPS, EOPS/CalSOAP, Advising & Counseling, Academic Development, and International Programs. In addition to these departments there will be several classrooms, computer labs, and group study areas.

**Fine Arts:** The Fine Arts building work will improve acoustics in the music labs and provide adequate technology infrastructure to create smart classrooms. Instructors will be able to use current teaching methodologies in their art or photography labs when the construction is finished.

## **OTHER IMPROVEMENT PROJECTS**

Transformations are taking place now and, in the future, so BC students can continue learning in supportive environments that meet their needs and mirror their future careers.

**Edible Education Garden:** The Edible Education Garden is now complete and being utilized for Edible Education Garden non-credit courses, and general use for Culinary, Agriculture, and Horticulture Students. Harvests from the Edible Education Garden also serve to reduce food insecurity for BC students.

**Delano Regenerative Farm:** The Delano Campus is in the construction phase of the Regenerative Farm which will be used to teach students about paper plot planting systems, commercial and home hydroponics, and traditional row crop seasonal crops. The Ag Department was recently awarded a grant for commercial and home hydroponic systems as well. Other study areas will include reducing carbon dioxide in the soil, the use of crop covers, and ways to decrease the use of fertilizer.

**Student Housing:** BC has identified a housing need within its student population including specifically, emancipated former foster care students, veteran students, and those who are

currently or imminently facing homelessness. The proposed vision is to create housing where these qualifying students, through various subsidy programs, could reside while attending the college. The 154-bed residence hall is to be located on the Bakersfield College Campus in P7 along University.

## **PROJECTED FACILITY NEEDS**

**Bakersfield College Southwest:** Leased space at 9400 Camino Media, on the southern border of the California State University Bakersfield property, is the location of the Bakersfield College Southwest (BCSW) outreach center. The purpose of maintaining a presence on the west side has been to facilitate access to college for those living in the area and to promote a college-going mind set. BC has used the facility to provide access to college transfer programs for the benefit of high school students in the BC early college initiative, and to support the Finish-in-4 campaign with CSUB. Given the overall growth of the student population at the main campus, BCSW provides another location for offering high-demand courses and, in order to meet labor market needs, career technical education instruction. BCSW, at capacity now, utilizes the first two floors of space that are authorized in the lease. Other than a web laboratory space and the President's office suite, the site management is not using most of the third-floor spaces. In the future, however, College leadership agrees that BCSW will soon need to use the third-floor space to accommodate student demand.

**Public Safety Regional Hub:** There is currently insufficient room to facilitate teaching for all of the public safety instructional programs that Bakersfield College offers. The Kern Community College District would like to establish a regional public safety training hub property of between 100 to 120 acres located outside of the urbanized area. Kern County Sheriff and Bakersfield City Police and fire agencies have a similar interest.

Currently BC's public safety programs are taught at various locations in the service area: main campus, various high schools through the early college program, Weill Institute, Shafter's WESTEC facility, and the Olive Drive Fire Training Facility which is owned and used by the Bakersfield City Fire Department. There has been some discussion with the Kern High School District to create a facility at its Regional Occupational Center campus on South Mount Vernon Avenue, or the Career Technical Education Center on Old River Road where BC could provide the Police Science associate of science degree program to high school students participating in the BC early college program.

The Bakersfield Police Department and the Kern County Sheriff's Department have training facilities but those are not optimal facilities. Cerro Coso College has an instructional service agreement (ISA) with the Kern Sheriff to support their basic academy training. Porterville College has a modularized law enforcement academy but cannot deliver the complete training because they do not have an Emergency Vehicle Operations course. It is in the best interest of Bakersfield College, local law enforcement agencies, KHSD, and the rest of the community to invest in facilities to collaboratively teach our students.

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**APPENDICES INDEX**

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