Bakersfield College

June 12, 2014

2014-2017 Educational Master Plan

(BC PHOTOGRAPHY)

Prepared for BC President Sonya Christian

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Master Plan Core Team
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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 15,000 students on the 153-acre main campus in northeast Bakersfield, at the Weill Institute in downtown Bakersfield, and at the Delano Center 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 vocational programs and online.[1]

ABOUT THE PROCESS

This plan represents a collaborative effort within the BC 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 & Technical Education, Transfers and Pre-Collegiate. The focus groups discussed how to best serve students in alignment with the College's Strategic Focus plan.

[1] "About BC." Web. 27 May 2014. http://www.bakersfieldcollege.edu/about.

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Comment [TH1]: This is out of format

INTRODUCTION

As Bakersfield College (BC) celebrates its centennial anniversary, 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 brings new opportunities for student success at BC, which has become an indelible landmark in the greater Bakersfield area. As local industries from petroleum to healthcare have blossomed, so to has the College as it continues to deepen its roots to Delano in the north and to reaffirm its commitment to educating 21st Century learners throughout 5,000 square miles of California's southern San Joaquin Valley. Active advisory committees and robust community partnerships have led students to steady jobs through vocational coursework. A web of networks with high schools and other colleges is producing more clearly defined outcomes for students who are the first in their families to attend college. Challenges remain, however, in educating a growing number of students who are unprepared for college-level courses. The message of success is the same for all of the diverse students who enroll at the

Comment [J2]: Bakersfield College has changed the course of individuals' lives and the community through the broad CTE efforts and undergraduate education, for instance the number of students that have completed the nursing program and raised first generation students into middle class while providing excellent healthcare for Kern county is an immeasurable benefit.

college: BC meets every student where they are, regardless of income, lifestyle, language spoken at home, ethnicity or family experience with higher education. [2]

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.[3] BC'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 BC and other colleges and universities. BC is addressing industry needs by creating new programs and entering into partnerships with industry, high schools, colleges and universities. Careful planning to meet BC'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.[4]

As the College looks ahead, BC is exploring new avenues to educate an ethnically diverse and socioeconomically disadvantaged population. The sons and daughters of Kern County's low-wage workers 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. BC believes that with the rural communities its programs already touch in physical classrooms, the online initiative has the

[2] Christian, Sonya. Phone interview. May 2014.
[3] Cambridge West Partnership, LLC. *2011-14 Educational Master Plan*. Bakersfield College. Web. 27 May 2014.
[4] 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.[5]

Further, BC 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. BC 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).[6] 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."[7]

[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.

MISSION/VISION/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
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.[8]

[8] Bakersfield College Mission Review Team. *Mission & Vision Statements*. Adopted by College Council 14 May 2014. Web. 28 May 2014.

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.

BAKERSFIELD COLLEGE
1913—2013

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

9

[9] Bakersfield College.. "Core Values." Web. 27 May 2014.

ENVIRONMENTAL SCAN – THE STATE, KERN COUNTY & THE BAKERSFIELD REGION

BC 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. BC continues the community college tradition of offering an education to any high school graduate or adult student who wishes to attend. 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

Comment [EM3]: What about dual or concurrent enrollment?

graduates. BC and its higher education partners must work to ensure that California educates 21st Century thinkers and workers to close this gap.[10]

Kern County & The Central Valley

BC, 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. [11]

According to BC'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 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

Comment [J4]: Need reference and where posted

[10] Johnson, Hans. Public Policy Institute of California 2010. *Higher Education in California: New Goals for the Master Plan*. April 2010. Web. 28 May 2014.
[11] 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.

finding stable employment," the report states. [12]

The regional economy is also heavily dependent on energy and petroleum industries. Kern County 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. Additionally, Borax mining in the county produces nearly half the world's supply of refined borates. Wind energy also is on the rise locally. Wind energy developments in the Tehachapi Mountains yield about 40 percent of California's total wind-generated power. [13]

Private and public sectors, local utilities, major energy users, nonprofits and educational institutions, including BC, are collaborating to make Kern County the largest producer of renewables in the state.[14]

Regional Industry Sectors

The Kern Economic Development Corp. cites five major industry sectors that comprise the County's labor portfolio. They are:

Industry	Total Companies in County Portfolio
Transportation, Logistics & Advanced Manufacturing	60%
Energy & Natural Resources	20%
Value-Added Agriculture	10%

[12] Bakersfield College. *2012 Self Evaluation Report of Educational Quality and Institutional Effectiveness*. 18. 9 Aug. 2012. Web. 27 May 2014.
[13] Holsonbake, Cheryl. CSU Bakersfield & Kern Economic Development Corp. *2012 Kern County Labor Market Study*. 31. Web. 27 May 2014
[14] Kern Economic Development Corp. *Energy & Natural Resources*. "Kern County: Energy Capital of the Nation!" Web. 27 May 2014.

Healthcare Services	5%
Aerospace & Defense	5%

Transportation, Logistics & Advanced Manufacturing: This industry employs more than 25,000 residents in the county, and is strongly tied to oil and agriculture -- Kern County's strongest assets.

Energy & Natural Resources: The County is home to traditional energy (petroleum) sources and renewables -- large and small solar projects – as well as an expanding wind power market. Additionally, the County houses numerous geothermal and biomass facilities. This industry employs approximately 20,000 people.

Value-Added Agriculture: The County produces a significant amount of the nation's food supply. Exports produced locally ranging from almonds and pistachios to grapes, cotton and milk rank at the top of production lists for California and the U.S. More than 53,000 employees comprise this industry.

Healthcare Services: This industry provides roughly 24,500 jobs primarily in services, hospitals and nursing care facilities in the County. Physicians' offices, mental health practitioners, medical and diagnostic labs and homes for the elderly comprise a large share of employment opportunities. With the development of this industry, medical device and equipment manufacturing provide up-and-coming opportunities. Wages in this industry are typically higher, adding promise to this area.

Aerospace & Defense: While more than 1,400 people are engaged in aerospace, the total employment picture reaches nearly 20,000 when including engineering contractors and public sector defense jobs. The County's strongest component in this area is in aircraft manufacturing, which has grown tremendously in recent years. The growth is promising considering the extremely high wages earned by employees in the industry. The aerospace and defense cluster is focused in East Kern, where China Lake Naval Weapons Air Station and Edwards Air Force

Comment [J5]: I think each of these comments should be inserted into the table abovet o decrease repetition and create a matrix of BC programs to the CTE needs

Comment [J6]: This area seems repeated and yet different in the CTE section

Base are located. [15]

A few local industries are projected to grow faster than other industries. The California Employment Development Department estimates a booming 43.3% growth in construction jobs between 2010 and 2020 for the Bakersfield-Delano Metropolitan Statistical Area (MSA). The agency projects 36.4% growth in administrative and support and waste management and remediation services jobs in the same timeline. Other opportunities are projected to occur in professional and business services, including technical services (34.5% growth); mining and logging, including oil and gas extraction (27.5% growth); educational services, healthcare and social assistance (27.1% growth); and transportation, warehousing and utilities (26.2% growth).[16] 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.[17]

Educating the Region

[15] Kern Economic Development Corp. "Target Industries." Web. 27 May 2014.
[16] CA Employment Dev. Corp. Labor Market Information Div. "2010-2020 Industry Employment Projections: Bakersfield-Delano MSA." 1 Nov. 2012. Web. 29 May 2014.
[17] 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.

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.[18] Stubbornly high under-employment tied to relatively low levels of education attainment are undermining the promise for prosperity. The 2011 annual average unemployment rate presented in a recent Kern County Labor Market Study shows that the highest pocket of unemployment in Kern County was centered in Arvin, about 15 miles southeast of Bakersfield. The State's Employment Development Department estimates more than 37 percent of the city's available workers were unemployed during 2011. The figures were also high in Delano, at 36 percent, and in McFarland, at 30 percent. Lamont, Lost Hills, and the cities of Shafter and Wasco all had unemployment rates above 25 percent. [19] 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 to 11.4% in April 2014.[20] BC plays a key local role in boosting the educational achievements of residents as they seek a secure future of steady employment.

Comment [J7]: I think this should be turned into a graph

[18] Klowden, Kevin and Priscilla Hamilton. Milken Institute. *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture*. Apr. 2014.
[19] Holsonbake, Cheryl. CSU Bakersfield and Kern Economic Development Corp. *2012 Kern County Labor Market Study*. 25. Web. 27 May 2014.
[20] CA Employment Dev. Dept. "Historical Civilian Labor Force – Bakersfield-Delano MSA." 16 May 2014. Web. 29 May 2014.

Education rates in the San Joaquin Valley -- as reported by the Milken Institute -- are among the lowest in the nation

Comment [J8]: I do not think this table is helpful instead I would suggest BA per 100.000 compared in Kern, the state and specific cities

Rank	Metro	Average Years of Schooling	Real GDP Per Capita (US$)
1	Visalia-Porterville, CA	11.85	29,060
2	Yakima, WA	11.92	30,656
3	Salinas, CA	11.97	36,982
4	Brownsville-Harlingen, TX	12.13	24,619
5	Merced, CA	12.18	25,334
6	McAllen-Edinburg-Mission, TX	12.20	21,044
7	Bakersfield-Delano, CA	12.33	40,494

[21]

Starting Early: High School Pathways to Success

Through each of its three main focal areas -- CTE, pre-collegiate and transfer programs – BC is striving to become a more visible community resource for Kern County residents starting in 9th-grade classrooms. The College endeavors to create a culture of "seamless transitions," where high school students graduate with a clear vision for their future. [22] In this vein, the College has

[21] Klowden, Kevin and Priscilla Hamilton. Milken Institute. *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture*. 4-Fig. 3. April 2014.
[22] Christian, Sonya. Phone interview. 6 June 2014.

fostered a productive relationship with the next generation by hiring a new director of Outreach and School Relations through the Student Affairs office. The new director organized a recruitment initiative at BC in June attended by more than 400 area high school students who had been admitted to the College but had not yet enrolled in summer or fall courses. The event offered orientation, financial aid application assistance and course registration guidance, as well as help creating Abbreviated Student Educational Plans (ASEPs) -- a set of blueprints for students' academic futures. The event was inspired by a resolute focus on guiding students toward college success. The Outreach and School Relations focus is part of a multi-faceted approach to streamlining student achievement that includes:

Comment [J9]: This needs to be updated there are many many more outreach events making a significant effect

1) Bringing assessment/placement tests to the high schools based on data showing improved performance on these tests in the familiar environments of high school campuses. In a comparison of placement test results from 2013 and 2014, data show that a higher percentage of students placed into higher levels of math and English when taking tests on their high school campuses (refer to the data in Appendix B).

2) Training high school counselors in helping students create Abbreviated Student Educational Plans (ASEP) before they arrive at BC.

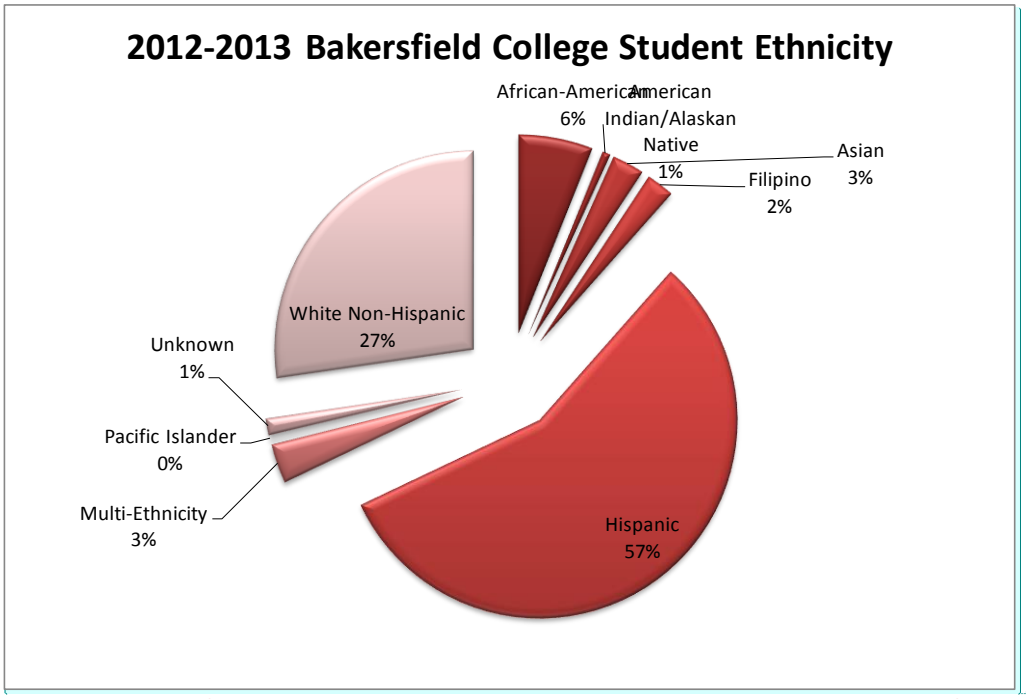
3) Ramping up offerings of dual enrollment courses to allow more high school students to take college-level courses and earn credit toward a discipline of their choice while still in high school. Dual enrollment is intended to improve the likelihood that students will complete degrees or certificates at a college or university.

Comment [J10]: What is the data on dual enrollment

4) Focusing on special initiatives to partner with local high schools and create new career pathways for students. One such partnership is a new grant-funded initiative to form Paramount Agriculture Career Academy (PACA). This academy is designed to provide a solid foundation for students to pursue careers in agriculture and plant science (refer to CTE Plan, p. 31).

BAKERSFIELD COLLEGE AT A GLANCE

2012-13 BC Students by Ethnicity



Comment [J11]: I would leave thisout and put in the bottom table

The current Bakersfield College ethnicity displays a diverse college population with a significant shift to Hispanic/latino populations over the last 5 years and increasing 11%>[23]

[23] . CCCCO DataMart. Data analysis. 5 June 2014.

Race & Ethnicity	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
Bakersfield College						*% Points*
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
Total Students	18,690	19,886	18,078	18,101	18,296	

24

BC Students' Cities of Residence153 acre Main Campus, with centers in downtown Bakersfield and in Delano, a rural, predominately Hispanic community 35 miles north of Bakersfield;

Bakersfield College students are primarily from the city of Bakersfield but also from a variety of rural areas. 67.17% of first-time students are Hispanic;

84% of first-time students are underprepared, which means that students are not prepared for college-level English or math or reading or acombination of these discplines..The College is in

[24] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.6.

the middle of a five-year Hispanic-Serving Institution Science, Technology, Engineering, and Mathematics grant. 80% of students are first-generation college goers.[25]

City of Residence	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Bakersfield College					
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%
Total Students	18,690	19,886	18,078	18,101	18,296

[26]

Over 59% of the Bakersfield College students indicate that their goals are to reach a bachelors degree either with or without an AA in the process. Only 9% indicate a goal to reach an AA or certificate alone. A significant number of students (17%) have goals other than degrees, certificates and transfer and an additional 15% indicate that they are undecided. Bakersfield College will have to address the level of undecided students because new legislation (cite) will result in decreasing SSSP funding if students declare undecided. In addition, planning should incorporate educatin students about student goals and the pathways to reach those goals. The Making it Happen outreach and mentor programs are designed to address this in a personal and effective strategy.

BC Students' Levels of Education

Educational Level	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
Bakersfield College						*% Points*
Not HS Grad	2%	3%	2%	2%	1%	-1
Special Admit	1%	1%	0%	0%	1%	0
Enrolled at Adult School	0%	0%	1%	0%	0%	0
Received HS Diploma	79%	80%	82%	81%	84%	5
Passed GED	8%	7%	6%	7%	5%	-3
Received HS Prof.	1%	1%	1%	0%	1%	0
Foreign Secondary School	1%	1%	1%	1%	1%	0
Received AA	5%	4%	4%	5%	4%	-1
Received BA	3%	3%	3%	4%	3%	0
Unknown	0%	0%	0%	0%	0%	0
Total Students	18,690	19,886	18,078	18,101	18,296	

[27]

[25] Chancellor's Office, CA Community Colleges. *Self Assessment: Accountability Reporting for the Community Colleges*. 31 March 2012. Web. 29 May 2014.
[26] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.7.
[27] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.9.

BC Students' Educational Goals

Educational Goal	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Bakersfield College					
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[1]	18%	21%	21%	20%	17%
Undecided	13%	14%	16%	17%	14%
Unknown/ Uncollected	2%	1%	0%	1%	1%
Total Students	18,690	19,886	18,078	18,101	18,296

28

(8) yielded the following results the

BC DEGREES AND CERTIFICATES

BC's current offering of degrees and certificates reflects a new approach to developing meaningful academic programs. Historically, BC began as a transfer institution focusing on students completing freshman and sophomore general education requirements, then transferring to a four-year university. Recent legislation called the Student Transfer Achievement Reform (STAR) Act (SB 1440) requires California community colleges and the CSUs to reach agreements on transfer pathways for students. Once students complete the requirements for a transfer major at BC, they are guaranteed admission into the CSU system. These transfer pathways are called Associate in Arts for Transfer (AA-T) and Associate in Science forTransfer (AS-T).[29]

In recent decades, BC also has expanded its programs to offer Career & Technical Education pathways, as well as increased offerings in basic skills and pre-collegiate education to meet the

[28] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p. 13.
[29] Chancellor's Office, CA Community Colleges & California State Univ. "SB 1440 – Associate Degrees for Transfer." Web: sb1440.org. 27 May 2014.

needs of a growing number of unprepared students. The BC curriculum committee, working with instructional departments, has completed an in-depth review to ensure that students earn degrees and certificates connected to high-wage, in-demand careers.[30] BC offers 78 degrees (9 are associate degrees for transfer), 40 certificates and 23 local Job Skills Certificates which are listed in Appendix C.

Degrees

Comment [J12]: MOVE to Appendix C)

Title	Type
Accounting	AA
Administrative Office Assistant	AA
Agriculture Business Management	AA
Agriculture Business Management	AS
American Sign Language	AA
Animal Science	AA
Animal Science	AS
Anthropology	AA-T
Architectural Drafting	AS
Architectural Drafting	AA
Studio Art	AA-T
Biology: General Biology	AS
Biology: Human Biology	AS
Business Administration	AA
Carpentry Apprenticeship	AA

[30] Christian, Sonya. Bakersfield College. Phone interview. May 2014.

Chemistry	AS
Child Development & Family Relations	AS
Child Nutrition Management Program	AS
Communication Studies	AA-T
Computer Information Systems	AA
Computer Information Systems	AS
Computer Science	AS
Correctional Administration	AA
Criminal Justice	AA
Culinary Arts	AS
Economics	AA
Electrician Apprenticeship	AA
Engineering	AS
Engineering Technology	AS
English	AA
Environmental Horticulture	AA
Environmental Horticulture	AS
Fire Technology	AA
Fire Technology	AS
Wildland Fire Technology	AS
Food Service Management	AS
Forestry	AA
Forestry	AS

Geology	AS-T
History	AA
Human Services	AA
Industrial Drawing	AA
Industrial Technology	AS
Industrial Technology, Automotive Option	AS
Industrial Technology: Industrial Drawing Option	AS
Industrial Technology: Construction Option	AS
Industrial Technology: Electronics Option	AS
Industrial Technology: Manufacturing Technology	AS
Industrial Technology: Welding Option	AS
Industrial Technology: Woodworking and Cabinetmaking Option	AS
Journalism	AA
Liberal Arts	AA
Liberal Studies	AA
Mathematics	AS-T
Music	AA-T
Nursing	AS
Operating Engineers Apprenticeship	AA
Philosophy	AA
Physical Education	AA
Physics	AS-T
Plant Science - Crops Emphasis	AA

Plant Science - Crops Emphasis	AS
Plant Science - Horticulture Emphasis	AA
Plant Science - Horticulture Emphasis	AS
Plumbers and Steamfitters Apprenticeship	AA
Political Science	AA
Political Science: Emphasis in Domestic Policy	AA
Political Science: Emphasis in International Relations	AA
Psychology	AA-T
Radiologic Technology	AS
Sheet Metal Apprenticeship	AA
Sociology	AA-T
Spanish	AA
Theatre Arts	AA
Web Development: Cross-Discipline Emphasis	AS
Web Development: Design Emphasis	AS
Web Development: Web Programming Emphasis	AS

Certificates

Title	**Type**
Agriculture Business Management	CA
Animal Science	CA
Architectural Computer Aided Drafting	JSC
Auto Brakes and Wheel Alignment	CA

Comment [EM13]: Define CA and JSC in a legend or notation below the chart

Auto Engine Overhaul	CA
Auto Tune-up and Emission Systems	CA
Automotive Heating, Ventilation and Air Conditioning-HVAC	JSC
Automotive Management	JSC
Automotive Power Trains	CA
Basic and Advanced Clean Air Car Course	JSC
Bookkeeping	CA
Cabinetmaking	CA
Carpentry Apprenticeship	CA
Child Development Assistant Teacher	JSC
Child Development Associate Teacher	JSC
Child Development Master Teacher: Infant Toddler	CA
Child Development Master Teacher: Special Education	CA
Child Development Teacher	CA
Child Nutrition Management Program	CA
Communication	CA
Computer Information Systems	CA
Computer Science	CA
Construction Technology	CA
Culinary Arts	CA
Dietetic Services Supervisor	CA
Digital Arts 05/14	CA
Electrician Apprenticeship	CA

Electronics Technology	CA
Emergency Medical Technology Program, EMT-1	JSC
Environmental Horticulture	CA
Fire Technology	CA
Chief Officer Certification (Nfpa Standard 1021)	CA
Fire Officer Certification (Nfpa Standard 1021)	CA
Forestry	CA
General Business	JSC
Human Services	JSC
AutoCAD	JSC
Manufacturing Technology	CA
Basic Machine Tool Operation –Lathe, Mill	JSC
Computer Numerical Control Programming	JSC
Marketing	CA
Nurse Assistant	JSC
Office Assistant	CA
Office Assistant	JSC
Operating Engineers Apprenticeship	CA
Plant Science	CA
Plumbers and Steamfitters Apprenticeship	CA
Principles of Fluoroscopy	JSC
Principles of Venipuncture	JSC
Registered Veterinary Technician	JSC

Retail Management	CA
Sheet Metal Apprenticeship	CA
Vocational Nursing	CA
Web Development: Cross-Discipline Emphasis	CA
Web Development: Design Emphasis	CA
Web Development: Web Programming Emphasis	CA
Welding	CA
Welding Certification	JSC
Blueprint Reading and Layout for Welders	JSC
Gas Metal Arc/Gas Tungsten Arc Welding/Flux Core Arc Welding	JSC
Shielded Metal Arc Welding	JSC
Woodworking/Cabinetmaking	JSC
	CA
	CA
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Student Awards

Awards	2008-09	2009-10	2010-11	2011-12	2012-13	5-year % change
Bakersfield College						
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%
Total Awards	**1,823**	**1,712**	**1,639**	**1,790**	**1,828**	**0%**

[31]

Comment [J14]: Combine degrees why make it look worse AND this does not correlate with later KCCD scan information

Top Three Awards, 2012-13

AA/AS: Registered Nursing, Liberal Studies, Business Administration
Certificates: Child Dev. Teacher, Nurses Assistant, Emergency Medical Tech

BC 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

[32]

BC's student count had steadily declined between 2008 and 2011, following a statewide trend of decreasing enrollment for California's community colleges as a result of severe budget cuts. California's Great Recession fueled faculty and student support cutbacks 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. Participation rates reached a 20-

[31] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.39.
[32] KCCD. *Fast Facts 2013*. Jan. 2014. Web. 8 June 2014.

year low in California" during this time, data show. [33] Since 2011, student enrollment at BC has increased slightly but is expected to stabilize during 2014-15.

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

Campus	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
Bakersfield College						*% Points*
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
Total Students	18,690	19,886	18,078	18,101	18,296	

34

Development,TechnicianOn the way to earning a certificate, degree or transfer, the college monitors short term outcomes that include retention and successful course completion. These indicators have been improving over the last 3 years.

Rate of Successful Course Completion (Grades of C or Better)

35

Comment [J15]: Use more complete table below

[33] Bohn, Sarah, Belinda Reyes and Hans Johnson. *The Impact of Budget Cuts on California's Community Colleges*. March 2013. Web. 5 June 2014.
[34] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.17.
[35] Kern Community College District. Institutional Research. "KCCD Fast Facts." Web. 27 May 2014.

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

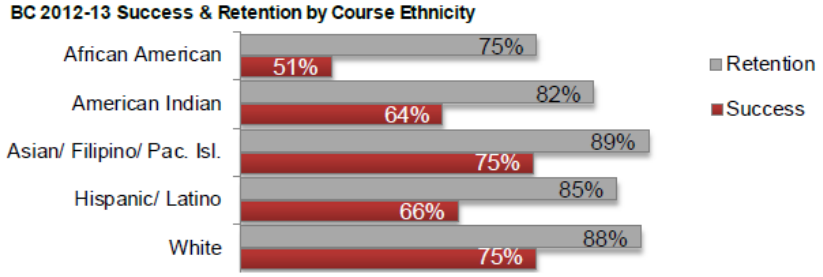
Bakersfield College

Bakersfield College Success & Retention Rates	2008-09	2009-10	2010-11	2011-12	2012-13	5-year Change
						% Points
Overall Retention Rate (All Courses)	**84.2%**	**84.0%**	**82.7%**	**83.2%**	**85.1%**	0.9
Overall Success Rate (All Courses)	**65.5%**	**65.8%**	**64.3%**	**66.1%**	**68.0%**	2.5
Success Rates by Course Type						
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

[36]

Bakersfield College is dedicated to addressing inequitable success and retention among our students.One challenge is the disproportionate retention and success of African American students. Two strategies addressing this disparity is the African American Mentor Program (AAMP) and the African American Success thru Excellence and Persistence (ASTEP) program that works with the community and the provides close mentorship and contact to BC African American students.

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.

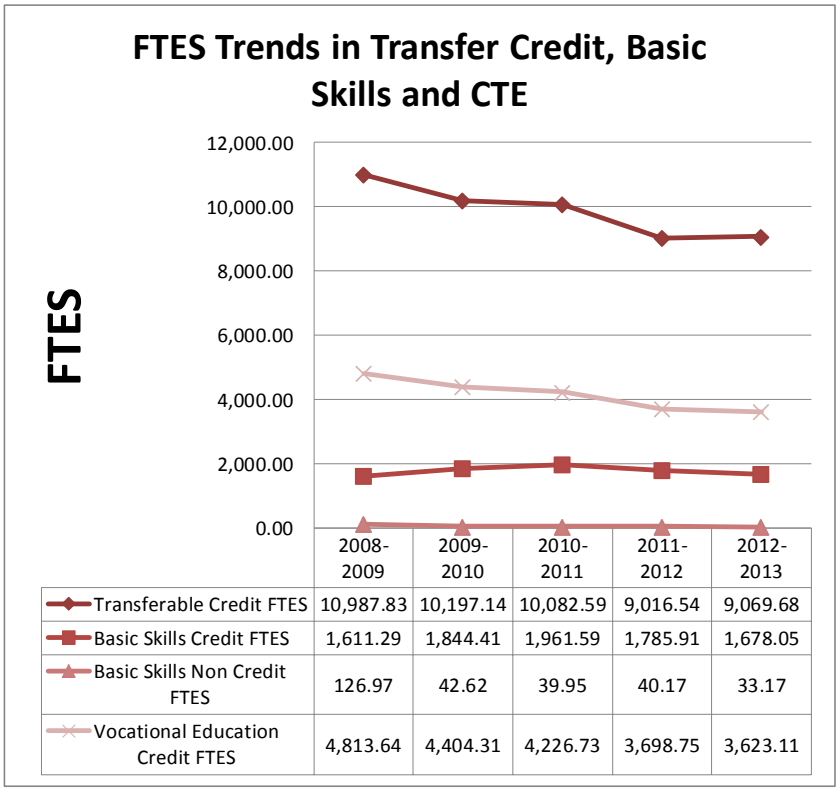


Students at BC focus in three main areas – Career & Technical Education, Transfer Credit and Basic Skills – are tracked in the chart below to demonstrate enrollment trends. The majority of enrollment is found in the transferable credit area, followed by vocational education credit, then basic skills. However, it is important to note that about 84% of students included in the

Comment [EM16]: Awkward wording

[36] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.27.

transferable credits data need basic skills courses in writing, reading or math. The College offers supplemental assistance to support students' success.



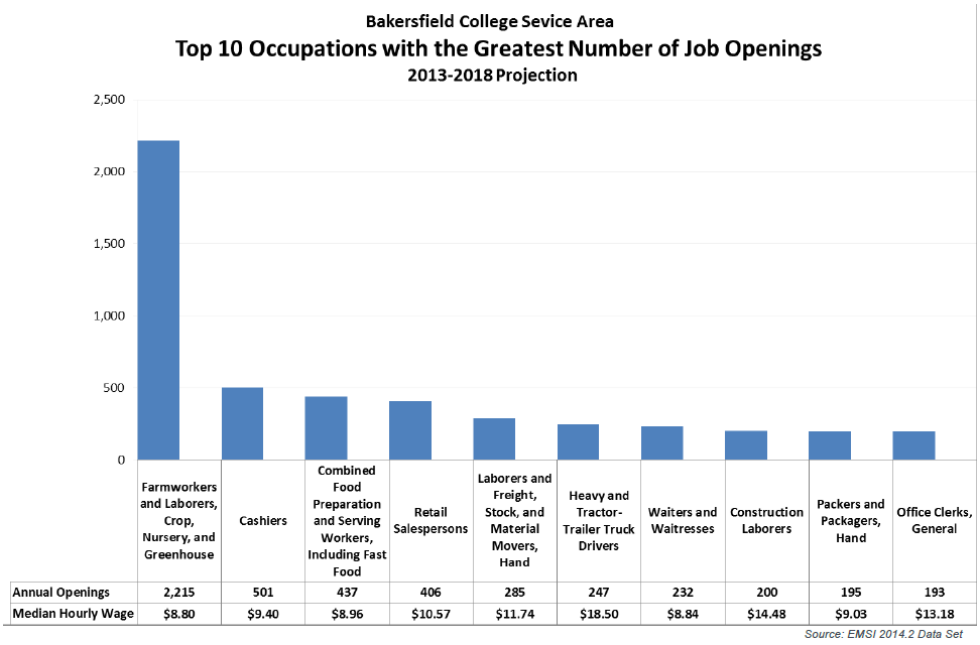
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Transferable Credit FTES	10,987.83	10,197.14	10,082.59	9,016.54	9,069.68
Basic Skills Credit FTES	1,611.29	1,844.41	1,961.59	1,785.91	1,678.05
Basic Skills Non Credit FTES	126.97	42.62	39.95	40.17	33.17
Vocational Education Credit FTES	4,813.64	4,404.31	4,226.73	3,698.75	3,623.11

[37]

CAREER & TECHNICAL EDUCATION PLAN

[37] Fulks, Janet. Data Analysis. "FTEs Trends in Transfer Credit, Basic Skills and CTE." 5 June 2014.

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 & 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 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).



	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	Cashiers	Combined Food Preparation and Serving Workers, Including Fast Food	Retail Salespersons	Laborers and Freight, Stock, and Material Movers, Hand	Heavy and Tractor-Trailer Truck Drivers	Waiters and Waitresses	Construction Laborers	Packers and Packagers, Hand	Office Clerks, General
Annual Openings	2,215	501	437	406	285	247	232	200	195	193
Median Hourly Wage	$8.80	$9.40	$8.96	$10.57	$11.74	$18.50	$8.84	$14.48	$9.03	$13.18

Source: EMSI 2014.2 Data Set

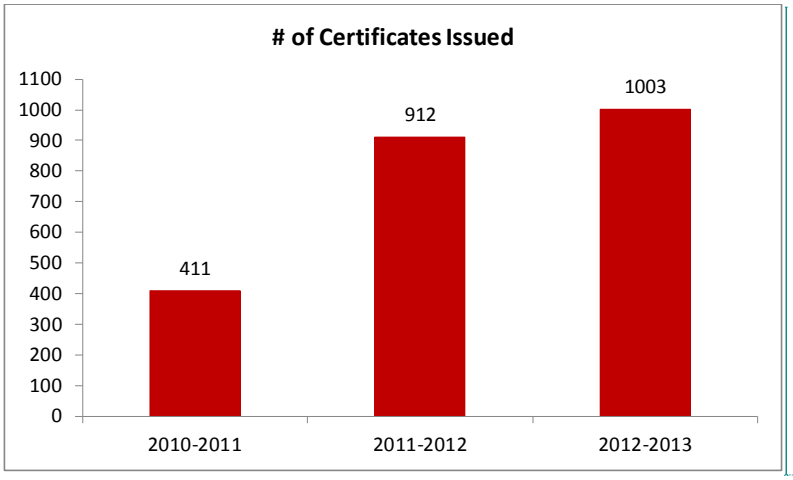
CTE programs prepare students for high skill, high demand technical careers in a competitive global economy. BC is increasingly designing these programs to tie in with the larger vision to help students starting in the 9th grade gain marketable skills and transition into career pathways.

This process includes increasing articulation agreements and dual enrollment opportunities, as well as strengthening high school partnerships.[38]

CTE consists of organized educational programs that are directly related to preparing students for employment. Students have the opportunity to 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 life-long learning. BC's CTE programs are organized into six 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. [39]

The overall number of Job Skills Certificates & Certificates of Achievement issued by BC – which are designed as pathways to specific careers -- has increased substantially for each of the last three years. See table below:

[38] BC Exec. VP Nan Gomez-Heitzeberg. Phone Interview. 4 June 2014.
[39] Carter, Leah, Cindy Collier, Liz Rozell *CTE Strategic Plan.* BC, 10 Aug. 2013. Web. 28 May 2014.



Comment [J17]: This does not match page 36 because KCCD does not match CCCCO

CTE fields of study continue to evolve according to available resources and industry demand.

See table below:

CTE Fields of Study
Agriculture
Allied Health
Architecture
Automotive Technology
Business Management & Information Technology (BMIT-BSAD)
Business Management & Information Technology (COMS)
Child Development
Construction Technology
Culinary Arts
Electronics Technology
Fire Tech
Engineering Technology
Industrial Technology
Manufacturing Technology
Radiologic Technology
Registered Nursing
Vocational Nursing
Welding
Woodworking

Articulation with Area High Schools

BC has built a strong foundation in CTE and continues toupdate and renew the instructional programs by matching curricula to meet the evolving needs of the local labor market. One component of this approach is the College's articulation agreements with 39 area high schools to give students college credit when they complete technical courses in high school that align with career pathways created by the College. This articulation is evident in the College's Tech Prep program, which was instituted by BC to encompass 15 major industry sectors into six comprehensive career pathways, giving high school students a smooth transition to a certificate, associate's degree or transfer degree from the College without duplicating coursework. It is a streamlined approach to educating workers for California's 21st century labor market. Within each pathway, the College has categorized careers that share similar characteristics. Students are encouraged to choose from one of the six broad career pathways, and then tailor their studies to a specific career that suits their interests and abilities, and meets a well-paying labor demand in the workforce. The Tech Prep pathways are: Agriculture and Natural Resources; Arts, Media and Communication; Business Management & Information Technology; Engineering & Industrial Technology; Health Services; and Public & Human Services.[40]

Looking Ahead – Career & Technical Education

New pathways are currently under review. The College is looking at developing coursework in drone technology to meet an increased demand from private corporations using the equipment in

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

oil fields and with crops. Other possibilities include a program to examine the State's pressing drought, and a program focusing on viticulture, the study of growing grapes to produce wine. [41]

BC's CTE leadership team also is examining adult education as part of a consortium in Kern County exploring the delivery of adult education. The State is funding the initiative, outlined in Assembly Bill 86, with $25 million to provide two-year planning and implementation grants to regional consortia of community college districts and school districts. The legislation seeks to gather regional plans to better serve the educational needs of adults.[42]

In addition, BC's CTE agriculture faculty have built on a signature partnership with Paramount Academy charter school in Delano to bring together Paramount Agriculture Career Academy (PACA). The academy is a regional collaborative among Paramount Academy Charter School, four school districts, three community colleges, six major agriculture production and processing companies, and Paramount Education Programs (PEP).[43] Faculty members have successfully engineered the partnership with the academy to make it possible for high school students to earn college credit for courses in agriculture. The College has developed a cohort of students who will complete four years of high school at Paramount, McFarland and Wasco Union high schools, and earn a diploma or a State-approved community college certificate in one of three pathways[44]:

- Agricultural Business Management (transfer) – Students will apply principles and technical skills in human resources, purchasing, storing, inspecting, marketing and selling agricultural products.
- Agricultural Mechanics (non-transfer) – Students will focus on skills, knowledge and training needed for employment in equipment repair maintenance and assembly.

[41] BC Dean of Instruction. Phone interview. 7 May 2014.
[42] Chancellor's Office, CA Community Colleges. *AB 86: Collaborating to Better Serve the Educational Needs of Adults*. Web. 27 May 2014.
[43] Grant Application. *California Career Pathways Trust Application Narrative*. "Paramount Academy Parts 1 & 2." Web. 28 May 2014.
[44] BC Dean of Instruction. Phone interview. 7 May 2014.

- Plant Science – Students will study the theories, principles and practices involved in production and management of food and soil conservation.

Under an articulation agreement, students will concurrently graduate high school and earn either a technical certificate or AA degree in agricultural business management. The certificate or AA degree will qualify students for positions in accounting, general administration, human resources, procurement and supervision. Students will learn and be mentored by local companies that are also future employers, such as Paramount Citrus, Paramount Farming and Roll Global and Paramount Farms International. The PACA program will begin with 280 9th graders in 2014-15. The number of students in pathways will increase to 1,360 students over five years.

BC, along with Reedley and West Hills community colleges, will offer college courses on the high school campuses. Students will receive dual enrollment for general education and agriculture courses, beginning in 9th grade. Students will earn at least 45 college credits while still in high school, and some will earn as many as 60 college credits. Dual enrollment credits are transferrable to four-year universities. Figures showing coursework for students over four years in the different PACA pathways may be found in Appendix D.[45]

These pathways, along with other BC 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 implementing water systems and controlling water use, according to the 2014

[45] Grant Application. *California Career Pathways Trust Application Narrative*. "Paramount Academy Parts 1 & 2." Web. 28 May 2014.

policy report *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture.* [46]

A Consortium for Better Jobs

In addition to expanding the different Career & Technical Education programs, BC has intentionally embedded basic skills within the CTE curriculum in the form of contextualized learning. This approach includes experiential learning through internships as part of the College's priority to help students move from college to 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 eleven (11) community colleges from the Central Valley Higher Education Consortium. The consortium, funded by the U.S. Department of Labor, focuses on two components: the Workforce Initiative and College Readiness. The 2014 *C6 Consortium*

[46] Klowden, Kevin and Priscilla Hamilton. Milken Institute. *Local Harvest: Developing the Central Valley Workforce for California's Future Agriculture*. April 2014.

Narrative outlines how BC 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. [47]

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."[48] The targeted industries/certificates of C6 are:

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

A key component of C6 includes embedded Basic Skills as guided by employer demand and student need. BC is leading the Academic and Basic Skills Embedding component within each of three Redesign Education Delivery (RED) teams.[49] BC is working toward integrated program design where "students enroll in a single, coherent program – not unconnected courses."[50] 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." [51]

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 BC

[47] C6 Consortium. "C6 Consortium Narrative." 1, 35. Web. 27 May 2014. http://c6.whccd.edu/labor/Documents/WHCL-C6-Consortium_Narrative_Final.pdf

[48] C6 Consortium. "Executive Summary: C6 Dept. of Labor TAACCCT Grant." 2. Web. 27 May 2014.
[49] C6 Consortium. "C6 MOU." 24 Mar. 2011. Web. 29 May 2014.
[50] C6 Consortium. "C6 Consortium Narrative. 12. Web. 6 June 2014.
[51] C6 Consortium. "C6 Consortium Narrative. 12-13. Web. 6 June 2014.

consortium program reports an enrollment of 355 students enrolled to date, with a 94% student retention rate for all programs. [52] 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, BC 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. In manufacturing, faculty plans to develop three new industrial maintenance courses that emphasize troubleshooting and repair. These courses will be paired with existing courses that provide an introduction to electronics, welding, and mechanical systems to complete an Industrial Maintenance Certificate. And in agriculture, BC intends to develop programs for farm maintenance technicians, natural resources and food processing "farm to fork" quality control.[53]

Measuring Success

CTE programs are primarily supported 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, and holds BC accountable for meeting the targets in order to receive funds. The indicators follow:

Comment [EM18]: Is this accurate?

Core 1 - Skill Attainment: Student attainment of career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards, if available and appropriate.

Core 2 - Completion: Student attainment of an industry-recognized credential, a certificate, or a degree.

[52] 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.
[53] BC Dean of Instruction & BC Allied Health C6 Program Manager. Emails. 10 June 2014.

Core 3 - Persistence: Student retention in postsecondary education or transfer to a baccalaureate degree program.

Core 4 - Employment: Student placement in military service, apprenticeship programs or placement and retention in employment; including placement in high skill, high wage, or high demand occupations or professions.

Core 5a - NT Participation: The percentage of females participating in CTE program coursework leading to employment in male dominated occupations (nontraditional for females, such as the automotive industry) and males participating in CTE program coursework leading to employment in female dominated occupations (nontraditional for males, such as healthcare fields).

Core 5b - NT Completion: The State will use the percentage of students completing programs leading to employment in non-traditional fields who are of the underrepresented gender.

The California Community Colleges Chancellor's Office provides detailed data for analysis of CTE programs based on degree and certificate holders' wage earnings three years after receiving their awards. The table below shows wage earnings by BC discipline, and represents one way to measure success.

California Community Colleges Chancellor's Office (CCCCO) Wage-Tracker
http://datamart.cccco.edu/Outcomes/College_Wage_Tracker.aspx June 1, 2014

Wage Gains for Award Recipients College Summary Report

	Award Year 2001-2002 - 2008-2009 Median Wage 3 Years After Award	Award Year 2001-2002 - 2008-2009 Total Awards
Bakersfield College Award Discipline		
Accounting-050200		
AA/AS Degree Recipient	$25,326	36
Administration of Justice-210500		
AA/AS Degree Recipient	$41,148	23
Architecture and Architectural Technology-020100		
Locally Approved Certificates Recipient	$55,665	107
Automotive Technology-094800		
Locally Approved Certificates Recipient	$22,970	82
Biology, General-040100		
AA/AS Degree Recipient	$35,685	32
Business Administration-050500		
AA/AS Degree Recipient	$36,800	64
Carpentry-095210		
CCCCO-Approved Certificates Recipient	$46,675	22

Comment [J19]: Move to Appendix D

Child Development/Early Care and Education-130500		
AA/AS Degree Recipient	$23,436	35
Locally Approved Certificates Recipient	$17,029	41
Drafting Technology-095300		
Locally Approved Certificates Recipient	$39,960	28
Electrical-095220		
CCCCO-Approved Certificates Recipient	$61,863	76
Human Services-210400		
AA/AS Degree Recipient	$15,703	33
Liberal Arts and Sciences, General-490100		
AA/AS Degree Recipient	$28,346	219
Liberal Studies-490120		
AA/AS Degree Recipient	$20,305	41
Licensed Vocational Nursing-123020		
CCCCO-Approved Certificates Recipient	$48,797	25
Machining and Machine Tools-095630		
Locally Approved Certificates Recipient	$62,031	53
Manufacturing and Industrial Technology-095600		
Locally Approved Certificates Recipient	$38,540	38
Plumbing, Pipefitting and Steamfitting-095230		
CCCCO-Approved Certificates Recipient	$54,933	45
Psychology, General-200100		
AA/AS Degree Recipient	$29,855	45
Radiologic Technology-122500		
AA/AS Degree Recipient	$54,384	81
Registered Nursing-123010		
AA/AS Degree Recipient	$70,616	441
Sheet Metal and Structural Metal-095640		
CCCCO-Approved Certificates Recipient	$55,577	16
Sociology-220800		
AA/AS Degree Recipient	$22,326	16
Speech Communication-150600		
Locally Approved Certificates Recipient	$38,269	39
Welding Technology-095650		
Locally Approved Certificates Recipient	$30,420	58

54

CTE Advisors

[54]. Analysis. CA Community Colleges Chancellor's Office. *Wage Gains for Award Recipients College Summary Report*. "Datamart." Chart. 1 June 2014.

To meet core indicators, CTE advisors offer students educational guidance and coordinate career planning. Advisors conduct outreach events at BC and remain visible by participating in community events. Recent doubling of advisors' hours has intensified recruitment efforts for CTE programs, as well as the placement of students in internships. Advisors are visiting more classrooms to present information about certificate completion, and working closely with students who have nearly completed program requirements to help them finish a degree or certificate. Advisors serve on CTE advisory boards which are organized and led by faculty, and meet as needed to advise the College on workforce trends and on developing curriculum and programs to help meet those needs.

Faculty & CTE

BC faculty members work proactively with industry partners to stay current on curriculum, equipment, software and applications. They also participate in community advisory boards to ensure clear communication with industry partners, and invest extra time reporting student progress and analyzing trends required by the agencies that fund many of the CTE programs through grants.

Apprenticeship Program

Many employers partner with the California Community Colleges or with the California Department of Education's Regional Occupational Programs/Centers and adult schools to provide apprenticeship training for their employees. Apprentices receive on-the-job training via their employer, and in the evenings or weekends receive an employer's "related and supplemental instruction." BC works closely with local unions to implement a variety of apprenticeship programs, which can lead to a certificate or degree.

Comment [EM20]: This clause is unclear. More explanation would be helpful.

Internships

BC actively partners with business and industry for the mutual benefit of building a qualified workforce. The CTE Office provides more than 100 internships to students, providing valuable

on-the-job training. To be eligible, students must meet academic requirements established by the employer and attend a *Job Readiness Academy* course addressing soft skills, including communication, teamwork, customer service and work ethics. Internships may also provide students with CTE course credit in a work setting.

Dual Enrollment

When high school students take an approved college course in high school, they receive high school and college credit for that course. Dual enrollment courses require the instructor to be an approved BC adjunct instructor. BC is expanding its offering of these courses throughout the disciplines, including the sciences, English and political science. One example of this expansion came during the 2013-14 academic year, when the Physical Science Department offered a dual enrollment chemistry course at El Tejon High School. BC continues to pursue opportunities to expand this course into other high schools. BC has piloted dual enrollment courses at Paramount Academy, KHSD Regional Occupational Center and Frazier Mountain High School. The goal is to continue expanding dual enrollment course offerings at Kern County high schools.

Several CTE programs are being updated and shifting priorities to meet new demands. Below are a few examples from a sampling of departments.

Early Childhood Development Opportunities

BC connects with several partners to address the critical shortage of qualified childcare workers in California. One such program, the Child Development Training Consortium, helps students meet educational requirements for a variety of Child Development permits. In addition, the program administers four other programs, including the Child Development Permit Stipend Program, the Career Incentive Grant Program, the Professional Growth Advisor Project and

Administrator Institutes. Additionally, the California Early Childhood Mentor Program is a statewide effort to improve the quality of childcare. The program provides training and support for early childhood professionals so that they will be able to continue providing high-quality services.

Agriculture

The CTE Agriculture program is being revised to meet the needs of the AA-T/AS-T in Agriculture degrees, and to make the degrees more achievable (refer to Transfer Plan, p. 49). The department remains highly connected to its students and outreach relationships at local high schools. In October 2014, the department is organizing the first annual Kern Agriculture Summit, featuring a keynote address by Karen Ross, secretary of the California Dept. of Food and Agriculture.[55] The paid event will be attended by high-level leaders from the Central Valley's largest agriculture companies and will focus on the latest in water issues and employment needs. Also, the agriculture faculty members are recruiting 150 middle school students to attend two one-week agriculture career summer camps in 2014. The students, who will be housed at CSU Bakersfield for the camps, will spend their days doing hands-on projects to learn about agriculture. The camps include fieldtrips to businesses throughout the region, and are being funded in partnership with Roll Global.

Culinary Arts

Renegade Room expansion: The Renegade Room Restaurant is a public restaurant operated by students in Bakersfield College's Culinary Arts Department under the skilled tutelage of Chefs Pat Coyle and Suzanne Durst. Guests of the Renegade Room enjoy fine cuisine at home-cooked prices. Students prepare and serve gourmet dinners and lunches, with a goal to expand operations to serve more people and to gain a higher profile on campus.

Comment [EM21]: Is this hyperlink necessary for the document?

[55] BC Dean of Instruction Leah Carter. Phone Interview. 7 June 2014.

Computer Science (CS)

The CS faculty reviewed and redesigned the Computer Science program to make the degree more achievable and to meet industry needs. The program now leads to a computer science degree, which is a more relevant path that focuses on programming in today's technology market, compared to the previous computer study degree.

Growth Opportunities for Existing Programs

- Agricultural Business (restarting the program)
- Agricultural Mechanics (restarting the program)
- Pest Control Management
- Real Estate
- Viticulture
- Water Technology
- Web 2.0
- Wildlife Management

Nursing/Allied Health/Fire Technology

Historical Data: Awards by Academic Year

TOP Code w Desc	Award Type	Awards by Academic Year									
		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
122500 - Radiological Technology	AA/ AS	15	14	22	17	20	15	22	15	18	16
	Job Skills Certificate									19	
123010 - Registered Nursing	AA/ AS	62	92	94	120	130	158	165	126	141	103
123020 - Licensed Vocational Nursing	Certificate of Achievement		22	21	28	27	23	23	20	13	16
123030 - Certified Nurse Assistant	Job Skills Certificate			42	49	47	99	83	101	118	90
125000 - Emergency Medical Technology	Job Skills Certificate								92	77	88
126000 - Health Professions, Core Curic	Job Skills Certificate			4	7	4	4	3	16	12	12
Sum		**77**	**128**	**183**	**221**	**228**	**299**	**296**	**370**	**398**	**325**
213300 - Fire Control Technology	AA/ AS	13	18	17	15	25	14	22	17	17	16
	Certificate of Achievement	15	24	26	9	28	36	4	9	19	12
	Job Skills Certificate									1	
213310 - Wildland Fire Technology	AA/ AS									4	1
Sum		**28**	**42**	**43**	**24**	**53**	**50**	**26**	**26**	**41**	**29**
College Sum		**105**	**170**	**226**	**245**	**281**	**349**	**322**	**396**	**439**	**354**

The chart below details high success and retention rates in CTE areas at BC. The success rates in spring 2013 were higher at BC than the 2013 state averages in each of the eight highlighted areas.

Comment [EM22]: Add information to contextualize the chart on the next page

CTE Retention/Success Rates Statewide Comparison

	Bakersfield College Success and Retention Rates										Compared with Statewide Success Rate
	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2013
	Bakersfield Retention Rate					Bakersfield Success Rate					Statewide 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-125000	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%

[56]

Maximizing Results in Allied Health, Nursing and Fire Technology

The CTE team developed a five-year plan to maximize results for the allied health, nursing and fire technology areas. The goals are: 1) sustaining the existing Home Health Aide program started in 2013; 2) converting the paramedic program into a certificate and degree program with an annual enrollment rate of 25; 3) developing a one or two semester Medical Equipment Preparer Program with annual enrollment of 25; 4) building on strategies learned through the C6 consortium; 5) increasing technology use to improve clinical facility use and decrease student

[56] Fulks, Janet. Data analysis. 8 June 2014.

costs for instructional material; 6) continuing to support student success initiatives to improve on-time completion rates; 7) exploring development of Respiratory Therapy A.S. degree program and Pharmacy Tech Certificate Achievement program; 8) seeking grants and/or community partnerships to support development and start-up costs for any new programs; 9) sustaining the Fire Technology Program while improving degrees/certificates awarded; 10) evaluating in-service training for Olive Drive Training Facility and Sequoia National Forestry contracts, and; 11) developing healthcare programs that improve the overall productivity of the department.

Digital Arts

BC's Digital Arts program provides instruction using current digital software and classical visual arts projects. Students in the program have pursued careers in: special effects, web design, graphic design, illustration and photography. The program falls under the Art Department, which implements Zero Week activities to provide information, assistance, and advising to students through program orientation. These efforts are designed to provide intentional support to students, which are expected to result in increased student success and streamlined pathways to program completion. The program relies on VTEA funding to ensure that information and equipment meet current industry standards. The Digital Arts program offers a full roster of courses with strong enrollments.

Human Services

The Human Services program prepares students for entry-level employment and career growth in the helping occupations through an interdisciplinary program that blends theory and practice, and is grounded in the needs of the community. The goal of the faculty is to graduate ethical and compassionate generalist human services practitioners with the knowledge, skills, and abilities for success in their chosen careers.

Correctional Administration and Criminal Justice

The Correctional Administration and Criminal Justice programs at Bakersfield College include courses that guide students toward careers in law enforcement, the courts and the law, and state, local and private corrections. The Joint Apprenticeship Committee of the California Department of Corrections, California Youth Authority, and the California Correctional Peace Officers Association endorse the courses in this area.

In collaboration with Westec, a BC community education partner, the College is strengthening a career pathway that meets specific economic and labor needs in the community through a new AS-T degree in Administration of Justice.

Engineering and Industrial Technology

BC's Engineering and Industrial Technology (EIT) department is experiencing growth in the following areas:

Welding

The Welding program has greatly expanded in the last five years with more than a 100% increase in student awards. Welding sections fill quickly with full waitlists. The program began its first C6 grant cohort of 21 students during summer of 2013. This cohort is required to complete 6 courses that include embedded remediation, use of open education resources, and safety/work assessment tools. Students finish with a welding Job Skills Certificate and are connected to prospective employers.

Electronics

The Electronics program developed a long-range planning guide to provide an electronic and engineering technician workforce required by local industries. The program strives to provide growth in the automation sector, utilize active learning teaching techniques to improve student success and retention, develop multiple career pathways through Job Skills Certificates, and

improve access to current industrial standard technology. Chevron Corporation selected the Electronics program for a grant to develop an engineering technician pathway for Project Lead the Way (PLTW) students graduating from local high schools. A summer bridge course was developed and is being offered in summer 2014, after several Kern High School District campuses graduate their first course of PLTW students. As part of this initiative, the Electronics program joined the C6 grant and developed cross-listed courses with online lecture materials and in-class active learning lab activities. New additions in Job Skills Certificates in this area include: Industrial Automation, Industrial Communications and Industrial Maintenance. Faculty also redesigned the AS degree for Engineering Technology leading to jobs as engineering technicians. VTEA and STEM grant funds provided equipment for automation courses. Automation is inter-disciplinary, incorporating elements of electrical/computer engineering, Computer Integrated Manufacturing (CIM) and robotics. The department regularly hosts Engineering and Electronic Technology open houses for local high school students.

Industrial Drawing

Due to shifts in local industry needs, the Industrial Drawing faculty recently redesigned curricula. The introductory Hand Drafting and AutoCad courses were combined into a semester-long course, which will better prepare students interested in drafting careers. Feedback from the Welding Advisory Board led faculty to develop a new course in Solidworks, offered for the first time in 2013. BC hosts highly successful AutoCad competitions for local high school students.

Industrial Drawing faculty have also created and equipped a Design Center for the fabrication of 3-D prototypes using specialized printers and a laser cutter. Designing and creating a product play a large role in student success.

Engineering and Industrial Technology: The Road Ahead

Several new initiatives are underway in Engineering and Industrial Technology. BC recently articulated the introductory engineering course with PLTW high schools, pursuing increased collaboration in this discipline with high school faculty.[57] Another program, Construction Technology, added sustainability concepts into residential construction courses last year. The program is also working to secure grants to link Construction Technology with local high school initiatives and veteran's programs.

The automotive program continues to build on its strong advisory board. New details include a scholarship program and adding a night introductory automotive course to expand the pipeline into more advanced automotive courses. The EIT Department will continue to discuss streamlining degree offerings by compositing AS degrees into a single Industrial Technology AS degree with disciplinary options. Additionally, the EIT Department is pursuing grants to support an **Industrial Maintenance** program at the Delano Center in order to meet local industry needs (See more on the Delano Center in the Rural Communities Initiative, p. 80).

[57] BC Dean of Instruction Liz Rozell. Review Notes. 6 June 2014.

TRANSFER PLAN

Transfer is one of the three primary functions of the community college mission. Developing clear transfer pathways for students is a function of curriculum and articulation. Identifying and communicating these pathways is a joint responsibility of Instruction (Academic Affairs) and Student Affairs. The 2010 initiative SB 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 focuses on the development of Transfer Model Curriculum (TMC) for individual disciplines or majors. Faculty from both the community college and the state universities systems review and approve courses and the major requirements that become templates for students. These templates are foundational to the Associate of Arts (AA-T) and the Associate of Science (AS-T) transfer degrees, which are limited to 60 college credits and do not have any local campus requirements. Templates for the top 25 community colleges majors were developed initially; additional templates have since followed. It appears that high unit majors, like engineering, will follow a model curriculum approach.[58]

BC has made a commitment to develop 20 AA-T and AS-T degrees by fall of 2014. Currently the college has 9 AA-T degrees that have replaced the comparable local Bakersfield College degrees and more clearly defined transfer pathways. As of May 2014, BC received State

Comment [J23]: I suggest making this into a table that has current ATDs in one column and secondary review in another and to be submitted in another. See below

[58] BC Executive Vice President and Administration. "Transfer Strategic Plan." Aug. 2013.

approval to offer AA-T or AS-T degrees in the following disciplines: Anthropology, Communication Studies Geology, Mathematics, Physics, Psychology, Sociology, Studio Arts. Additionally, the AS-T in Computer Science is in the final review process by the State, while the following degrees are in "secondary" review (indicating that BC is in the process of submitting minor program revisions to align with State standards):

Administration of Justice
Business Administration
Elementary Teacher Education
English
History
Journalism
Kinesiology
Music
Political Science
Theatre Arts
The following degrees have been submitted to the State for initial review (The College is awaiting feedback):
Early Childhood Education
Economics
Spanish

Currently Approved State Chancellor Transfer Dgerees	Transfer degrees submitted to the Chancellor's office and currently under second review	Transfer degrees submitted to the Chancellor's office for first review
Anthropology, Communication Studies Geology Mathematics Physics Psychology Sociology Studio Arts	Administration of Justice Business Administration Elementary Teacher Education English History Journalism Kinesiology Music Political Science Theatre Arts	Early Childhood Education Economics Spanish

Comment [EM24]: Update this section with the most recent AA-T/AS-T program information

Comment [EM25]: Update this section with the most recent AA-T/AS-T program information

In 2014-15, Bakersfield College will submit an application to offer an AA-T degree in Philosophy, as well as the new cross-disciplinary AA-T degree (currently being called a degree with a special area of emphasis).[59]

[59] Dean of Instruction. Transfer program updates. 27 May 2014.

Students who complete the AA-T or AS-T required courses; complete either 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, are guaranteed priority acceptance to any CSU with a similar major. Students who earn an AA-T or AS-T degree are also guaranteed to complete their CSU Bachelors of Arts or Bachelors of Science degrees with no more than 60 additional units in the major. Transfer can be a complex pathway for students, especially for first generation college students. Some students have earned more than 60 collegiate-level units, have not completed a degree, or even the general education requirements for transfer. Although students may have accumulated many units, they are not transfer-ready. BC has a long-established Transfer Center that provides direct support for students. Students are supported in their transfer efforts through direct counseling and advising and numerous informative workshops.

Comment [J26]: This could be written far better

To strengthen the College's transfer efforts, the Academic Senate developed six (6)goals in 2012 as a part of a transfer plan. The goals align with College goals and values. The goals 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. This plan supports students who have been historically underrepresented, and will be updated on a regular basis.

Student Affairs is aware of issues students encounter. 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 access for students' use of technology. This model plan will better support all students in identifying a career pathway and better inform the development of students' educational plans. For example, My Degree Path, an online approach to educational planning, will provide 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 of 2013, faculty in multiple departments engaged in the serious work of reviewing their curriculum, degree requirements, and pathways to completion. Some disciplines like Computer Studies have redesigned degree requirements to provide students with a clear pathway to the more focused major of Computer Science. Agriculture is in the process of reevaluating degree requirements and pathways. Other disciplines like Human Services and Fire Technology are reducing from two degrees to a one-degree pathway.

Another way for Bakersfield College to increase the number of students who successfully transfer to California public and private colleges and universities is through collaborations and partnerships. Bakersfield College and CSUB have partnered in several grants to increase the number of students who transfer and earn degrees in the STEM disciplines of Science, Technology, Engineering, and Math. Ongoing dialogue between discipline faculty and the agreements between BC and CSUB have successfully increased the number of students transferring to CSUB in the sciences. Currently, two CSUB educational advisors are assigned to the Bakersfield College campus. Their accessibility and direct support of students eases the transition of Bakersfield College students to CSUB. In addition, the Bakersfield College Transfer Center has collaborated with University of California Merced, University of California Los Angeles, and private institutions like Fresno Pacific University and National University. Workshops on admission, majors and careers, writing personal statements for admission, general transfer and transition information have been held. The annual fall Transfer Day Fair brings together Bakersfield College students with admissions representatives from CSU, UC, private in-

state and out-of-state colleges and universities. This event is designed to provide the hundreds of students who attend the most current transfer information, and to create more transfer options for them. There is now a fast growing engineering program at CSUB, and a seamless pathway for BC students is under development. There has been strong community support for the new BC/CSUB engineering pathway. Opportunities in the service area for well-paid employment provide a powerful incentive for local residents to enroll in college and complete a degree.

Student Transfer CA State University -historical data-	**2007-08**		**2008-09**		**2009-10**		**2010-11**		**2011-12**	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Bakersfield	605	74.2%	554	73.9%	596	79.9%	569	74.7%	569	72.7%
Channel Islands	6	0.7%	3	0.4%	3	0.4%	3	0.4%	1	0.1%
Chico	12	1.5%	13	1.7%	5	0.7%	7	0.9%	7	0.9%
Dominguez Hills	3	0.4%	6	0.8%	3	0.4%	4	0.5%	7	0.9%
East Bay	2	0.2%	3	0.4%	5	0.7%	3	0.4%	3	0.4%
Fresno	39	4.8%	41	5.5%	38	5.1%	36	4.7%	53	6.8%
Fullerton	8	1.0%	7	0.9%	5	0.7%	5	0.7%	6	0.8%
Humboldt	2	0.2%	6	0.8%	4	0.5%	11	1.4%	8	1.0%
Long Beach	18	2.2%	13	1.7%	5	0.7%	11	1.4%	9	1.1%
Los Angeles	2	0.2%	7	0.9%	2	0.3%	4	0.5%	5	0.6%
Maritime Academy	1	0.1%	1	0.1%	0	0.0%	0	0.0%	0	0.0%
Monterey Bay	4	0.5%	4	0.5%	2	0.3%	5	0.7%	4	0.5%
Northridge	30	3.7%	24	3.2%	26	3.5%	39	5.1%	49	6.3%
Pomona	8	1.0%	4	0.5%	8	1.1%	10	1.3%	2	0.3%
Sacramento	6	0.7%	9	1.2%	7	0.9%	11	1.4%	13	1.7%
San Bernardino	1	0.1%	2	0.3%	1	0.1%	1	0.1%	2	0.3%
San Diego	18	2.2%	12	1.6%	7	0.9%	12	1.6%	6	0.8%
San Francisco	14	1.7%	12	1.6%	8	1.1%	10	1.3%	16	2.0%
San José	7	0.9%	9	1.2%	4	0.5%	5	0.7%	6	0.8%
San Luis Obispo	26	3.2%	15	2.0%	13	1.7%	14	1.8%	14	1.8%
San Marcos	1	0.1%	2	0.3%	3	0.4%	0	0.0%	1	0.1%
Sonoma	0	0.0%	1	0.1%	1	0.1%	1	0.1%	1	0.1%
Stanislaus	2	0.2%	2	0.3%	0	0.0%	1	0.1%	1	0.1%
Total BC Students Transferring to a CSU	**815**		**750** - 8.0%		**746** - 0.5%		**762** 2.1%		**783** 2.8%	

Student Transfer University of California	**2007-08**		**2008-09**		**2009-10**		**2010-11**		**2011-12**	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total

-historical data-										
Berkeley	11	16.7%	5	9.1%	5	10.4%	8	12.3%	7	14.6%
Davis	12	18.2%	7	12.7%	14	29.2%	14	21.5%	9	18.8%
Irvine	8	12.1%	3	5.5%	1	2.1%	1	1.5%	4	8.3%
Los Angeles	13	19.7%	7	12.7%	11	22.9%	9	13.8%	8	16.7%
Merced	0	0.0%	2	3.6%	2	4.2%	2	3.1%	1	2.1%
Riverside	2	3.0%	7	12.7%	3	6.3%	9	13.8%	5	10.4%
San Diego	9	13.6%	7	12.7%	1	2.1%	9	13.8%	4	8.3%
Santa Barbara	6	9.1%	13	23.6%	9	18.8%	5	7.7%	5	10.4%
Santa Cruz	5	7.6%	4	7.3%	2	4.2%	8	12.3%	5	10.4%
Total BC Students Transferring to a UC	**66**		**55** - 17%		**48** - 13%		**65** 35%		**48** - 26%	

AA-T Approved Degrees

Bakersfield College has implemented the following degrees:

1. Anthropology AA-T
2. Communication Studies AA-T
3. Geology AS-T
4. Mathematics AS-T
5. Music AA-T
6. Physics AS-T
7. Psychology AA-T
8. Sociology AA-T
9. Studio Art AA-T[60]

Comment [J27]: Don't need if we have others

Comment [EM28]: Update this section with most recent data

Bakersfield College
Academic Senate Approved Transfer Plan
February 2012

Goal 1:

Identify and increase the number of students who choose to transfer and are prepared to transfer, particularly those who are underrepresented in the transfer process.

Goal 2:

Increase the number of students, in cooperation with the four-year college and university systems, who actually transfer, particularly from among those groups underrepresented in the transfer process.

Goal 3:

[60] Dean of Instruction. Transfer program updates. 27 May 2014.

Work with campus governing boards, campus administrators and the Academic Senate to ensure that the transfer of students is a high priority of the campus.

Goal 4:

Revise campus policies and processes as needed to strengthen and clarify the transfer process.

Goal 5:

Ensure that students obtain accurate and timely academic advising, transfer information and services.

Goal 6:

Systematically evaluate the effectiveness of the Transfer Center.

The college is taking the following actions to meet the six (6) goals:

- Complete 16 or more AA-T or AS-T degrees before Fall 2014
- Establish Model Curriculum pathways for high-unit degree disciplines like Engineering
- Establish articulation agreements with public institutions for high demand majors if an AA-T or AS-T degree is not developed
- Establish articulation agreements with private institutions for high demand transfer degrees
- Support transfer students through discipline-specific orientations and activities inside and outside of the classroom
- Enhance the Transfer Center
- Establish a Career Center
- Implement the new counseling and advising Student Educational Planning (SEP)model
- Utilize technology to better support the student educational planning process [61]

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

[61] BC Academic Senate. "Approved Transfer Plan." Feb. 2012.

Northridge. By far, the largest numbers of students transfer to California State University, Bakersfield. Since 2009-10, there has been an increase of 37 students, or a 5% increase in transfer students. The increase is in students transferring to the CSU system. 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 and transfer.[62]

Access & Equity for Transfer Programs: STEM & Beyond

Efforts to better support and inform students about transfer opportunities also reside within academic areas. More disciplines are now providing orientations and support outside of the classroom for students. For example, the Math department offers an intensive course for students moving into calculus, and Science, Technology, Engineering and Mathematics (STEM) mentors provide academic support for STEM students outside of the classroom.

BC's ongoing project, "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.[63] The process begins at BC and takes students to four-year bachelor's degree programs by developing pedagogies, enriched learning environments, support services and hands-on classroom resources. As part of this initiative, BC has implemented several events to bring together faculty, students and support staff across all seven (7) BC STEM disciplines, and has included transfer partner CSUB. The project has the capacity for a significant impact on the lives of students in the greater Bakersfield area. BC

[62] BC Executive Vice President and Administration. "Transfer Strategic Plan." Aug. 2013.
[63] BC STEM Grant. "Annual Program Review, Year 1. Executive Summary."

serves approximately 19,000 students, and of those 57% are Hispanic. CSUB educates 6,500 undergraduates, with a 43% Hispanic population. The initiative has been effective in boosting the overall numbers of students involved in STEM coursework, as well as the numbers of Hispanic students. In its first year, BC experienced a 28% growth in enrolled STEM students and increased Hispanic students' participation in STEM majors.

Comment [EM29]: Check for accuracy. I believe we our current enrollment is lower.

Looking ahead for the STEM project, data will be collected in a STEM Center based on a model used at American River College. Students receive supplemental instruction, transfer mentor and advising services, tutoring, and engage in quiet study. Faculty and counselors are donating hours to increase faculty-student interaction, an area of need for commuter colleges. Students will be tracked using card swipe technology to help the College understand which services are most useful for students and their impact on student achievement. [64] The College has also developed a two-semester organic chemistry sequence that positions the College to offer a transfer degree (AS-T) once the State approves the Transfer Model Curriculum. This supports the STEM vision to increase the number of STEM transfers. In addition, the Math and Electronics faculty are piloting hybrid courses with online lecture and face-to-face labs.[65]

Auxiliary programs, like M.E.S.A., support students through ongoing peer support, trips to colleges and universities, and the model orientation program Week Zero. The A+ Scholarship grant provides transfer students with scholarships and the opportunity to work with faculty on special projects. All of these efforts play a role in helping students persist and complete their degrees and transfer. STEM student engagement activities include various colloquia and seminars with guest speakers working in STEM fields In summer 2013, Week Zero included a new Biology Film Study project and Automation/Computer Integrated Manufacturing project.

[64] BC STEM Grant. "Annual Program Review, Year 2. Executive Summary."
[65] BC Dean of Instruction Liz Rozell. Email. 4 June 2014.

These activities have provided increased student engagement and the STEM program will continue to support and expand such offerings.[66]

STEM faculty engagement activities include various colloquia and meetings to exchange ideas related to STEM discipline content and successful teaching pedagogies used in STEM disciplines.

One of the most successful transfer programs at BC is in the Biology department, where more biology students transfer to a UC than from any other program at the College. To excel to the next level, the Biology department would like to offer additional courses. Many department courses are fully-enrolled before the period of open registration begins.[67]

Baccalaureate Initiative & New Opportunities

BC 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. BC 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 BC nursing graduates among the best-

[66] BC Dean of Instruction Liz Rozell. Email. 4 June 2014.
[67] BC Biology Dept. "Biology Department Program Review Abstract." 2014.

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. [68]

Another potential area for a BC baccalaureate degree is the Bachelors of Applied Science in Industrial Technology. 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. BC is fortunate to have exemplary facilities and current technologies that provide a solid technical foundation to our students. One challenge will be to increase the number of students enrolled in and completing the College's current associate's degree in Industrial Technology.

In addition, expansion to a baccalaureate degree in Food and Beverage Management aligns with the College's mission to serve the students and community. The degree would offer current faculty the opportunity to develop upper division courses to support this program. Restaurants employ more than 1.4 million workers in California alone. In an industry with razor-thin profit margins, it is important to know the best practices and be remain current with business trends. Available jobs are predicted to increase in this industry by 2.3%, according to the National Restaurant Association. Baccalaureate degree holders will be well positioned for these jobs.

Comment [EM30]: A citation or reference is needed.

Another opportunity for BC students launched in May 2014, when the college entered into an MOU as one of 24 community colleges establishing a special relationship with six law schools in

[68] 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.

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 pathway to law school for students whose post-secondary education begins at a community college. Under the plan, 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 potentially be offered through the Delano Campus. [69]

PRE-COLLEGIATE PLAN

In recent years, BC has enrolled an ever-increasing number of students who are unprepared for college-level work.[70] The College has noted the growth in this student population through assessment results showing that more students than ever before are testing up to four steps below college level work in math and writing. This reality holds true system wide in the 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.[71] Recently, educators at the national and state levels have shifted focus to redesign how basic skills are taught to move more students into college-level courses faster, and to increase the number of students enrolled in higher-level courses. Some examples of new strategies include: creating accelerated and compressed courses; prioritizing contextualized learning; using multiple measures in the initial placements of students; and using technology to create alternative learning environments. [72] The BC faculty is

[69] 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.
[70] 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.
[71] 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.
[72] Christian, Sonya. Phone interview. 31 May 2014.

at the forefront of the discussion, forming teams and changing the way the college presents basic skills for unprepared students.

Three years ago, BC received a Department of Labor grant through Central California Community Colleges Committed to Change (C6) consortium. This 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."[73] BC faculty members have applied these strategies across the curriculum, including in the CTE programs in allied health and industrial technology (see more in CTE Plan above). BC continues to deepen and institutionalize these processes, through implementation of the Achieving The Dream initiative and its proposal for a new Title V grant. BC is leveraging federal and state resources to make its programs truly accessible and relevant to its largely unprepared student population. A host of initiatives aim to welcome students into a community of learning fortified with streamlined educational paths and clearly attainable outcomes. College committees are also examining the physical layout of the main Bakersfield campus and investigated ways to bring student support services together to further assist students. The pre-collegiate plan presents a data-driven approach to supporting students who need the most intensive support to achieve success.

[73] Chancellor's Ofiice, CA Community Colleges. *Contextualized Teaching & Learning: A Faculty Primer*. 5. Spring 2009. Web. 1 June 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.

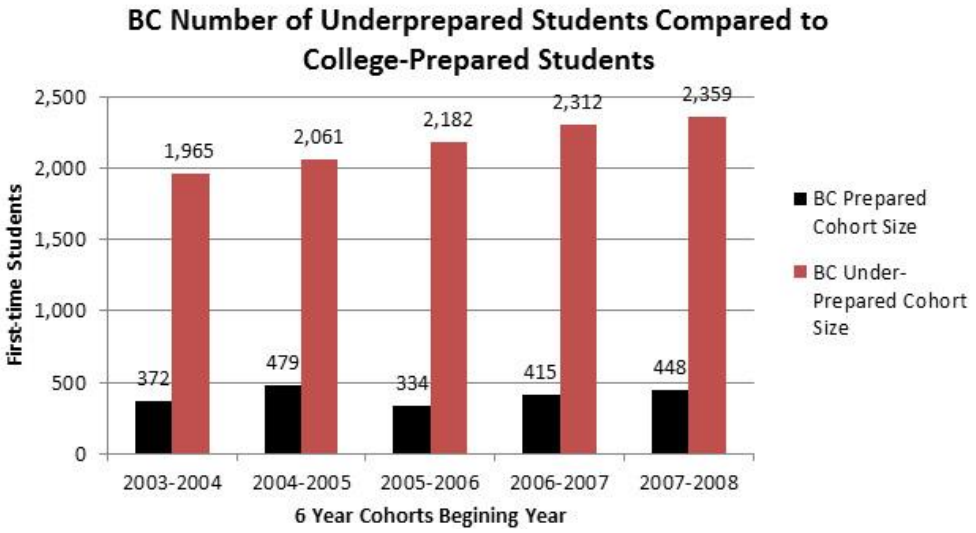
Incoming Student Placement	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	5-year change
Bakersfield College						*% Points*
English						
Remedial	69%	67%	68%	63%	64%	-5
Transfer	31%	33%	32%	37%	36%	5
Total Students Assessed	4,201	4,093	3,363	3,402	3,465	
Math						
Remedial	66%	68%	74%	74%	71%	5
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	
Reading						
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	

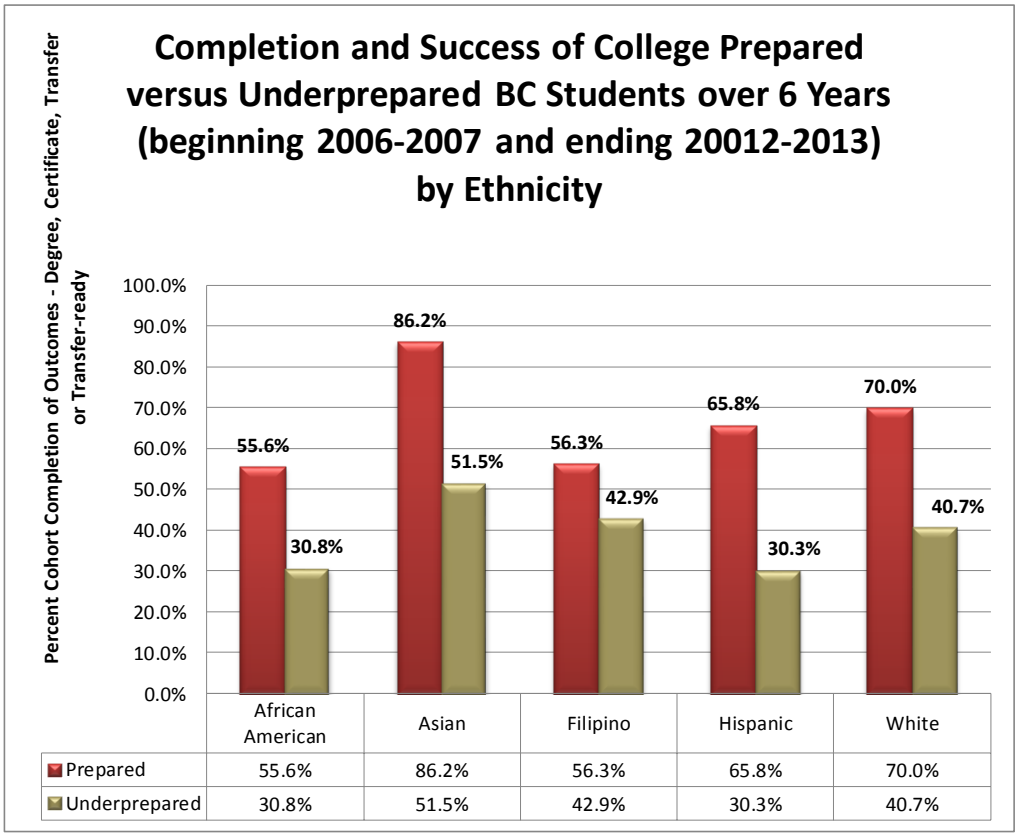
[74]

Rethinking Basic Skills

BC spotlighted the needs of unprepared students in the 2012-13 academic year as the College used Basic Skills Initiative (BSI) funding to support research and training to bring about effective change.[75] BC success rates[76] 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.[77] 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.

[74] KCCD Institutional Research and Reporting, Internal Scan, June 2014, p.11.
[75] BC. *2012-2013 ESL/Basic Skills Allocation End-of-Year Report*. 5-7. 2013. Web. 28 May 2014.
[76] CA Community Colleges. *Student Success Scorecard* success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.
[77] BC work group. *Precollegiate Success, Placement Testing, Multiple Measures and Predictive Analytics at BC 2014*. 22 Apr. 2014.


BC Number of Underprepared Students Compared to College-Prepared Students
First-time Students
2,500
2,000
1,500
1,000
500
0
1,965
2,061
2,182
2,312
2,359
372
479
334
415
448
2003-2004
2004-2005
2005-2006
2006-2007
2007-2008
6 Year Cohorts Begining Year
BC Prepared Cohort Size
BC Under-Prepared Cohort Size


Completion and Success of College Prepared versus Underprepared BC Students over 6 Years (beginning 2006-2007 and ending 20012-2013) by Ethnicity
Percent Cohort Completion of Outcomes - Degree, Certificate, Transfer or Transfer-ready
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
55.6%
30.8%
86.2%
51.5%
56.3%
42.9%
65.8%
30.3%
70.0%
40.7%
African American
Asian
Filipino
Hispanic
White
Prepared
55.6%
86.2%
56.3%
65.8%
70.0%
Underprepared
30.8%
51.5%
42.9%
30.3%
40.7%

Based on weak results of the Basic Skills Cohort Tracking Tool and the BC goal of student success, the Academic Development Department began redesigning basic skills during the 2012-13 academic year. This redesign was directly linked to BC's Strategic Initiative of Student Learning—a commitment to eliminate achievement gaps. An important tool in this process was the research into current best practices in basic skills at other institutions, which was supported by BSI funding. Faculty visited institutions in Tennessee and throughout California to learn what practices were effective and why, then use this knowledge to design high tech/high touch courses in reading, writing and mathematics. These courses were introduced as learning communities in fall of 2012, and both anecdotal and qualitative data were used to compare results from previous semesters and to determine the effectiveness of new courses. The department and dean determined that changes were necessary, and new courses that allow basic skills students to proceed more quickly through the pre-collegiate pathway were state approved and offered for enrollment in fall of 2013.

Acceleration/Compression: Basic Skills courses taught in departments beyond Academic Development have also been the focus of change. In 2011 the English Department developed the first pilots of both accelerated and compressed courses. 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 the Central Valley leader in acceleration, providing professional development opportunities to BC faculty as well as those from neighboring institutions. The College offers accelerated courses in English and Academic Development, and compressed

[78]. CCCCO DataMart. ScorecardAnalysis. *Scorecard*. CA Community College Chancellor's Office. 2014.

learning communities in English, ACDV and ESL. 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. In spring 2014, Bakersfield College offered ten Accelerated courses and nine Compressed Learning Communities. A comparison of success rates of students taking English and Academic Development courses in in traditional modalities to those taking the same two courses in an accelerated format revealed an increase of 20% in English and 17% in ACDV for those in the accelerated courses. A recent report from a BC dean of instruction shows improved success for students enrolled in newly designed accelerated courses. Traditionally, students take 2 semesters to complete a pathway from English 60 through English 50, and 2 semesters to move from Academic Development (ACDV) courses B62 through B50. In Accelerated courses -- English B53 and ACDV B61 -- students who receive passing grades move through both courses in one semester. Improved success rates in accelerated courses are illustrated below:

<u>English success rates</u>	
English B60 through B50	30%
English B53	**50.1%**
<u>ACDV success rates</u>	
ACDV B62 through B50	32%
ACDV B61	**48.6%** [79]

Data for the compressed course format also shows promise. The College offered five sections of the Writing Express Learning community in spring 2014. 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. See retention and success rates in the table that follows.

Student Retention and Success in Compressed English Coursework

[79] BC Dean of Instruction. "Basic Skills Initiative Funding." Report. Email. 2 June 2014.

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 this compressed sequence of English courses.[80]

Remediation/Retest: It is still very apparent that the lower students start in their pathway through college courses, the less likely they are to succeed. This has been the impetus for a new remediation/retest option. Student services administrators helped develop a new testing policy that allows students to re-take a placement test if they feel they were placed too low. In order to qualify for a re-test, students must use remediation support in the Student Success Lab, and then retake the exam in a new computer lab developed for Basic Skills course support. This provides another opportunity for students to brush up on skills and place higher in the required coursework, lessening their time in Basic Skills.

Critical Academic Skills Workshops (CAS): Originally, CAS workshops were offered only as stand-alone workshops throughout the semester, taught primarily by basic skills faculty. CAS

[80] CA Community Colleges Chancellor's Office. "Data Mart: Basic Skills Progress Tracker." Web.

workshops have expanded to also be offered contextualized (skills taught within the context and terminology of a specific course) and contextualized and embedded (the course instructor is trained to provide contextualized basic skills instruction within their own course). Survey results in traditional CAS Workshops showed 98% of students surveyed reported they used the skill in their courses. In Contextualized workshops (Welding, Culinary Arts), 100% of Welding students and 91% of Culinary Arts students used the skills in their courses.

Writing Center: The Writing Center provides writing support to students in all disciplines through professional, degreed consultants. The Center has grown significantly since its creation in 2011, and reported completing 2,678 student appointments in fall of 2013. Writing Center student surveys revealed 90% rated their appointment as excellent. Additional assessment methods are being developed to evaluate the impact of an appointment with a Writing Center consultant upon student success in courses.

Habits of Mind: Habits of Mind is a proactive program designed to help students develop and sustain foundational habits for productive, successful lives. The Habits of Mind (HoM) program at Bakersfield College started in summer 2014 with a group of faculty, administrators, and SGA officers. This group researched the scholarly articles and looked at other college work, then looked at the CCSSE data and First Generation Study studies to develop *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.*

The Habits of Mind team developed and provided the following:

- Habits of Mind (HoM) marketing: Posters and videos of BC students talking about their success in one of the areas of HoM. Banners of HoM featuring our students in Basic Skills areas, including Supplemental Instruction, the Writing Center, and the Tutoring Center. HoM stands and information cards to be picked up in high traffic areas like the Cafeteria and Financial Aid.

- HoM student support: The first Bakersfield College App! Provides tools to support academic success as well as helps them find the on-campus support programs they need.
- HoM Faculty and staff support: Professional Development trainings throughout the semester. Personal presentations to each department on campus. HoM website filled with resources for faculty to use embedded in their own courses. Videos of students talking about successful HoM work to be used in courses.

The first four segments of *It's Possible at Bakersfield College* were presented in spring 2014. The full campaign will be presented in 2014-15, including all of the above, as well as CAS workshops on Habits of Mind for students, presentations by community members on select HoM attributes (HoM speaker's bureau), and light standard banners. The Habits of Mind team has made great progress in familiarizing the campus community with the campaign so far and will continue to present and grow the campaign as assessment results are compiled. In 2014-15, ten faculty members will be recruited for a study on the success of Habits of Mind. These faculty members will be trained in HoM and use the campaign in their courses. The success and retention rates of students in these courses will be compared to a 5-year mean from these instructors' previous courses to determine the impact of Habits of Mind on student success.[81]

Supplemental Instruction: Correlation was found between the number of Supplemental Instruction sessions attended and student success. No change was found in success rates of students who attended SI session 3 or fewer times, but of students who attended session 4 or more times, 94 % passed the course compared to 62% of students who did not attend. While this demonstrates a correlation between SI participation and students success in accelerated English, it does not necessarily demonstrate a definitive success rate for supplemental instruction. 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

[81] BC Dean of Instruction. "Re: Master Plan." Message to editor. 28 May 2014. E-mail.

below state average, which is of concern, but the fact that the College did not experience significant downward trends during this time of great change in coursework is encouraging.[82]

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. Supplemental Instruction leadership is working with Institutional Research to develop an assessment that controls for students' natural inclination to take advantage of support programs in order to validate the effectiveness of the Supplemental Instruction program.[83]

Comment [J31]: Move to page 75

84

A Big Tent for Equitable Student Success – Hispanic Serving Institution

BC's pre-collegiate priority is closing the achievement gap for unprepared students. As noted above, the College has put in place several initiatives to narrow the gap. These efforts tie into a new BC Title V grant proposal, "Making it Possible – A Big Tent for Equitable Student Success." The proposal outlines how BC aims to more fully integrate student services and

[82] BC. *2012-2013 ESL/Basic Skills Allocation End-of-Year Report*. 5-7. 2013. Web. 28 May 2014.
[83] BC Dean of Instruction. Email to editor. 10 June 2014.
[84] Prepared vs. Underprepared." Chart. *BC Scorecard*. Web. 29 May 2014.

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. [85]

BC is committed to access and success for all students through a variety of approaches, including:

- Outreach, particularly in creating events to welcome high school students to campus and sharing data with local high school principals.
- Early readiness, such as providing Expository Reading and Writing courses to high school seniors in preparation for college-level writing.
- High school counselor training to help educate counselors about transfer, certificate and degree programs and to discuss assessments.
- Cal-SOAP (California Student Opportunity and Access Program) collaborative between BC and CSUB in which low-income and rural students are engaged early in high school through orientation, registration and beyond.
- CAPP (California Academic Partnership Program), designed to identify strengths and deficiencies at the high school and college levels to yield positive changes in education.
- 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.
- MESA and STEM programs to support cohorts of students with intensive services including counseling and tutoring.
- Engineering program and pathway to CSUB, offering a seamless pathway to produce degree-holding engineers locally.

[85] BC. *Title V Part A Project Narrative*. V2. 1. 2 May 2014.

A BC 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 Hispanic students at BC are lower than those of other students. Closing this "equity gap" requires data-informed decision-making.[86] The following five-year, big-picture goals inform this work: 1) develop a "holistic" pre-collegiate pathway for underprepared students; 2) significantly increase underprepared student learning and success rates while closing the equity gap; 3) significantly increase BC's overall six-year completion rate by addressing the needs of underprepared students.[87]

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 BC 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 BC 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%	BC 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.
	AVC – Antelope Valley College	BC- Bakersfield College	COS- College of the Sequoias	Merced - Community College	MJC – Modesto Junior College	

[88]

Comment [J32]: Janet will fix

[86] 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."
[87] BC. *Title V Part A Project Narrative*. V2. 57. 2 May 2014.
[88] Fulks, Janet. Analysis. *Scorecard*. "Datamart." CA Community Colleges Chancellor's Office. 2013.

Achieving the Dream

BC 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 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 (FTITC).

2) Accurate placement of students into higher levels of math and English.[89]

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

- Guiding Evidence-Based Institutional Change: BC works 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: BC helps 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, BC conducts and makes available original research on success strategies and meaningful metrics.
- Engaging the Community: With the nation's most comprehensive network of community college reformers, BC has established a common understanding of the barriers to student success and forged commitments to a shared success agenda. [90]

Comment [EM33]: All these ATD strategies are misrepresented here as BC initiatives. The wording or presentation should be changed to more accurately reflect these as ATD (not BC) principles.

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

[89] BC ATD Implementation Team. *Implementation Plan Template: Achieving the Dream*. 5-7. 22 May 2014.
[90] Achieving the Dream, Inc. "Our Approach: Four overarching approaches to close achievement gaps." Web. 1 June 2014.

course at BC was about 56%.[91] Key findings have emerged through the ATD framework that guide BC'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 pre-collegiate series of courses.
- Accelerated courses appear to have a higher success rate and provide great opportunities for those students assessed at pre-collegiate levels but responsive to college-level coursework.
- Students should be able to take the college placement test at the high schools as this appears to be significantly more correlated with the work on the transcripts. This also results in higher scores and better assessment of student's actual abilities and knowledge.
- Students should be prepped before taking the test by the high schools (practice sessions).
- Correcting the testing problems alone has a great potential to increase terminal outcomes measured in the CCCCO Student Progress and Achievement Report.
- Applying multiple measures to student placement affected many STEM students because it placed them into college level math, which makes them eligible to begin STEM courses earlier. This conclusion was based on the course taking patterns in high school transcripts where students had 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. acedmically prepared students achieve at a rate of 68-70%, while underprepared students achieve at a rate of 34-39%).
-
- BC will collect data from the process to ensure adequate numbers of sections of courses through enrollment management.
- BC is currently re-engineering placement processes and looking into automating the process, based on predictive values of student data.
- This process allows for strategic placement of students into summer school, as well.
- 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 deal with pre-collegiate needs before starting the fall semester. This also helps direct students to bridge programs, Week Zero, and specialized student support services such as EOPS, AAMP, MESA and STEM. [92]

Comment [EM34]: The bullet point two sentences below is very similar to this one.

Testing the Premise for the Future

BC is testing intervention for student success through a longitudinal pilot program beginning in summer 2014 with 454 students through the California Student Opportunity and Access Program

[91] ATD Implementation Plan authors. *Implementation Plan Template*. "Appendix A: Institutional data on student success." 35. 22 May 2014.
[92] BC Work Group. *Precollegiate Success, Placement Testing, Multiple Measures and Predictive Analytics at Bakersfield College 2014*. 10. 22 Apr. 2014.

(Cal-SOAP) in pre-collegiate math and English. The College strives to improve completion/graduation rates by helping students make full use of point-of-entry and matriculation services, as well as ongoing student services. These services include:

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

Each student will also have a completed Student Educational Plan (SEP) and ongoing advising. By the end of the spring 2015 semester, each of the 454 students will have completed BC's matriculation process. Progress and completion data will be compared to a control group. Future cohorts will be added to this longitudinal program.[93] Cal-SOAP is a statewide program designed to increase the number of students attending college. The program serves students that are from low-income families, will be the first in their family to attend college, or are from areas or schools with low-eligibility or college-going rates. The program, funded and administered by the California Student Aid Commission, aims to provide academic support, advising and access to information about postsecondary education and financial aid to students.[94]

The cohort will be closely monitored to ensure alignment with the ATD priorities of improving student matriculation rates, and accurately placing pre-collegiate students in courses with appropriate progression through coursework using proven measures such as accelerated curricula.

RURAL COMMUNITIES INITIATIVE

[93] BC ATD Implementation Team authors. *Implementation Plan Template*. 22 May 2014.
[94] CSU Bakersfield. "Southern San Joaquin Valley Cal-SOAP." Web. 1 June 2014.

Introduction and Background

"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 (Bittman). 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" ("Census Shows"). 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) (US Census Bureau).

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 (State of California, Employment Development Department).

In January 2014, the unemployment rate for Kern County was 12.3%, up from 2013's 11.8% average (CA EDD). 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% (CA EDD, March 2014 Preliminary Data).

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 aids, operating engineers, and software developers; however, some kind of education or training beyond a high school diploma is needed (CA EDD). 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 higher (US Census Bureau). 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" ("Census Shows").

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% (US Census Bureau). 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 (The Campaign for College Opportunity). While 39% of Whites have earned a bachelor's degree or higher, only 11% of Latinos have done the same (The Campaign). 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 (PPIC). 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 campus 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.

Academics

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, BC 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, BC 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 BC in the

community, including local service organizations, other schools, and local apartment community meetings. Additionally, BC 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 BC, CSU, and UC programs. The successful event drew more than 300 participants, and a fall 2014 Parent College Night is already planned. BC's 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 has not been easy to access. As a result, BC 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.

In Delano, BC is working with the Delano Joint Union High School District to implement the *Get Focused . . . Stay Focused* Initiative developed by Santa Barbara City College. Students are given the information and direction they need to develop a long-term goal called the "10-year Career & Education Plan" (*Get Focused . . . Stay Focused*). The details of the project will be modified to meet the needs of Delano students, and at BC 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 gets running in Delano, it can be presented to other rural high schools as a possibility on their campus.

Another possible project for Delano, still in the discussion phase, is an Early College High School Program at Robert F. Kennedy High School. The school is located next door to the BC Delano Campus, and they already share some facilities. In addition to RFK High, the Delano Joint Union High School District has proposed something similar at a school they are working on creating in the nearby rural community of Earlimart, home to another underserved, and impoverished, population. These schools allow students to earn college credit and also provide some of the college's support services, like academic, financial aid, and career counseling. While BC has some concurrent enrollment courses in the area, an Early College High School would be a more formalized program in need of consistent support. High school students would be participating in a college-level experience, and the idea of college as a possibility could begin to become embedded into the culture of the community.

As with any new projects, challenges and needs have become apparent. Because Delano and the satellite campuses are small and far from the Bakersfield campus, they can get lost or be forgotten in the overall college planning processes. Personnel are often shared between campuses, and some Delano employees have been called back to the main college and their positions not restored. Bakersfield College's renewed commitment to these rural areas will mean more resources will need to be provided to support these programs. For example, if these programs succeed in kindling an interest in attending BC, there needs to be a way for the students to transition smoothly from high school to college, and articulation agreements are a vital piece in this transition. With the exception of Delano Adult School, all articulation agreements have expired in the rural communities. Time and personnel will need to be devoted to identifying possible courses for articulation and assisting in creating and/or renewing agreements.

Some faculty members will need to be committed to the Early College High School Program.

The high schools may have a difficult time finding faculty who meet the minimum qualifications to teach some of the college-level courses, and departments on campus will need to make sure the courses are truly equivalent so that students are able to get the credit they expect to earn. Communication between the high school and college faculty will be extremely important, and time will need to be made available for them to collaborate.

BC's own research has shown that students do better on placement tests when they take the tests on their own high school campus. Bringing the testing to campuses will not only help students place higher and thus avoid taking courses they may not need, it will also allow more students to be tested, which may cause students who never considered college to rethink their plans. BC is moving to a web-based assessment system for use in the Kern High School District that should be extended to the rural communities as well. Training and assessment personnel will need to be provided to participating 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. A full-time counselor to cover the rural areas would be a tremendous benefit to the students. The consistency of a full-time counselor would also provide a regular presence in the community and could help build trust by being a familiar face community members can go to if they have questions about college; bringing the college into the entire community will be a key to changing the culture.

Moving Beyond Bakersfield College: Transfer Degrees and Pre-Law

The new Associate Degrees for Transfer provide a perfect opportunity for the Delano Campus to increase its course offerings. With clear pathways, creating a schedule that allows students to complete their entire degree on campus is a possibility, and some degrees are already going to be

offered: Business Administration, Computer Science, and Engineering. The Business Administration Department has expressed interest in expanding course offerings in Delano, and a three-year plan is being developed that will bring the Computer Science courses needed to complete the degree. BC's Introductory Engineering course will be taught at the Delano Center for the first time in summer and fall of 2014, with the ultimate goal to bring the full series of calculus, engineering, physics, and chemistry courses to support an expansion of engineering and other STEM majors 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 . . ." (CCC Press Release). 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 should implement 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.

Career and Technical Education (CTE)

Workforce Training Programs: Creating Opportunities

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.

Welding: Trained welders are in demand in Kern County; however, welding programs are impacted on both the Bakersfield campus and at the Bakersfield Adult School. Equipment expense and space requirements have limited how many students can receive training. In Delano, local high schools used to offer welding as one of their many vocational programs, but as school budgets were cut, so were those programs. As a result, facilities at the high schools still exist, but they sit unused. The Delano Joint Union High School District has worked out a joint use agreement with the Delano Campus so that a Welding Certificate of Achievement can be offered. BC has committed enough equipment for 10 stations, and the DJUHSD will help to fund additional stations with grant money. BC has also assigned a full-time Industrial Arts faculty member to begin teaching initial course offerings in fall of 2014, and who will also receive .2 reassign time to develop the program.

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 (Simas). WESTEC, a local non-profit training center located near another rural community, Shafter, has developed and maintained a correctional officers training program that is certified by the Department of Corrections-Corrections Standards Authority, and the Delano Campus has the space to offer these classes to the community. An introductory core course and firearms safety course are being taught in summer 2014. These courses are more expensive for students than a traditional BC course, so the demand for the courses will need to be evaluated in order to see if there is demand in the community for the entire series of CO courses.

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 ("Occidental Petroleum Announces"). If correct, this find could result in a need for over 200 additional oil rigs. Operating these rigs is extremely dangerous and requires proper training, training that WESTEC provides. They regularly train off-campus and could easily bring their program to the North Kern area. Cost and community interest needs to be further investigated.

Automotive: BC currently offers eight certifications in Automotive, and these certifications are among the most requested in the North Kern area. Local business are interested in assisting BC 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.

Industrial Maintenance: Another area that BC's occupational data shows will be experiencing increased demand is industrial maintenance and repair. A new certificate has been developed in this area, and classes will be brought to the Delano campus as soon as possible.

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 (KCCD). Because demand for this kind of work will continue to grow and the district already has a program and equipment, expanding the program in Delano seems like it would be a benefit to the community and an idea worth exploring.

Allied Health Programs: As the U.S. population ages and medical advances continue, demand for various health industry careers will continue to rise. BC 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 looking into the cost of running Phlebotomy Training at the Delano 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. Although each of these fields could provide excellent opportunities for community members, clinical placement will be a serious challenge. The expertise of BC's Allied Health faculty will be vital in the surrounding communities, and reassign time may be necessary for selected faculty members to help the programs grow. The campus will also need to continue to cultivate strong relationships with the North Kern Medical Training Advisement Group, a group of medical professionals willing to advise on North Kern medical training plans.

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, BC is

partnering with Paramount Academy in Delano to create an agriculture program that will result in students being able to leave the school with an A.S. degree in Agricultural Mechanics (See more in the CTE Plan above, p. 31). This is a separate program with its own funding, but some of its ideas could be brought to other rural campuses. 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 are slated to become a strip mall in the future that could possibly be lab space until those plans can be realized. 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.

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 ADT degrees, degrees that allow for easy transfer to a four-year school. BC 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, but all will require more work on the part of employees that are already spread thin due to past budget cuts. 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. As these programs expand to serve rural communities, the need for additional personnel and/or reassign time for faculty to help build and promote new programs will need to be factored into planning and costs.

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 BC, 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, BC is working with the Kern High School District and Bakersfield Adult School in one consortium. In the northern part of Kern County, BC is 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.

Additionally, The North Kern Adult Education Alliance (AEA) 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 AEA is committed to regular communication and planning in order to promote student education and training that can lead to higher education or employment.

Student Services and Personnel: Making It All Work

It has been mentioned throughout this report, but it is necessary to mention again: without adequate student support, the plans outlined will not be able to meet their full potential and some may fail entirely. Across California, severe budget cuts have led to fewer replaced positions, which results in work being picked up by others wherever possible. This can lead not only to employee burnout, but also to a sort of disconnect as work done by one person gets divided up among several and becomes compartmentalized, resulting in a loss of "big picture" understanding. As Delano personnel have been shared with the main campus, consistency has also been lost, which makes growth difficult. Due to their size and demographics, these rural communities have been the forgotten communities in California, often lacking the political clout and voice to advocate for the resources they need. Because BC's Bakersfield campus is so large, its needs are usually placed first, which unintentionally continues the pattern of underserved rural communities. If the college is serious about wanting to bring economic equity to these communities, there will need to be an equally serious investment.

Counselors: The rural communities need more dedicated counselors/educational advisors for both student advising (especially considering the new Student Success mandates) and outreach. These communities need an identifiable person whom they both know and trust to come to with questions about what BC can provide. Because so many of the people living in these communities have had no exposure to higher education, the challenge for many is simply knowing where to begin: how to apply, what financial aid is available, etc. A consistent presence could help guide potential students and their families around these early barriers.

Coordinators: Given the distance between these communities and the complexities of the various programs, it would make work both more manageable and efficient to have some coordinators: one for the CTE programs, one for the projects involving the high schools, and one for the other rural development programs. These positions would allow each person to focus on

developing just one part of the plan rather than trying to juggle too many projects at once.

Testing: While it is important to maintain the integrity of placement tests, it is vital that the Delano Campus be given more control over its own testing. Moving to the web-based Accuplacer should help with this, but somehow personnel need to be made available so that testing can happen with greater regularity and can be brought to the high schools.

Tutoring, Supplemental Instruction, and Student Workers: In order to expand and improve these services, time will need to be allotted to an employee to oversee these programs and provide training for the students. More student workers are needed, especially to provide assistance in the underused computer labs.

Delano Student Leadership: Part of creating a college-going culture involves cultivating future leaders. The Delano Campus used to have a leadership course that required students to get involved on the campus. It has not been offered, but a new history faculty member is interested in bringing it back, which should be encouraged. The students in Delano have also expressed interest in creating their own Student Government Association and had a record number of students running for office for BC's SGA. This should also be encouraged in order to take advantage of student enthusiasm for the campus.

Faculty Needs: Many of these new programs will require additional faculty; whenever possible, these faculty should be full-time and one from each area should get some reassign time to help develop and promote the program in its early years. An all-area chair would also be a great addition and could function as a faculty/program advocate at the main campus.

Conclusion

The task facing Bakersfield College is a daunting one; the challenges are many and deep. But BC

is committed to doing its part to create a more equitable system for those who are facing the barriers of poverty and a lack of education. BC's plan for the rural communities is to inspire community members to better understand their higher education options, and improve their lives.

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Building the Future

BC'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. [95]

Student Support & Equity

Bakersfield College's values are undergirded by an affirmation to focus on students and their success. 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 faculty, the College's advisors and staff provide high-quality tutoring, counseling, financial aid, and supportive educational support services that must develop innovative and flexible strategies to accommodate those students who are under-prepared and who frequently lack the resources for the post-secondary education. These requirements will necessitate data-informed, technological and diverse approaches to the College's work.

Comment [EM35]: This clause is confusing and/or an incomplete statement.

[95] BC proposed updates to long-range Facilities Master Plan. College Council. 7 Feb. 2014. Web. 1 June 2014.

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).

Technology to Support Pedagogy

BC has pioneered the use of instructional technology through online and hybrid courses, as well as video content to make education accessible to students. This 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, BC has used restored resources to reestablished 21st century technology as a strategic priority.

Comment [EM36]: 'Pioneered' isn't accurate. Is there a better word?

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. BC 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 BC 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. BC expects this number to continue its rise.

The BC technology plan provides an increased focus on faculty and staff development. Because technology is constantly changing and improving, BC 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.

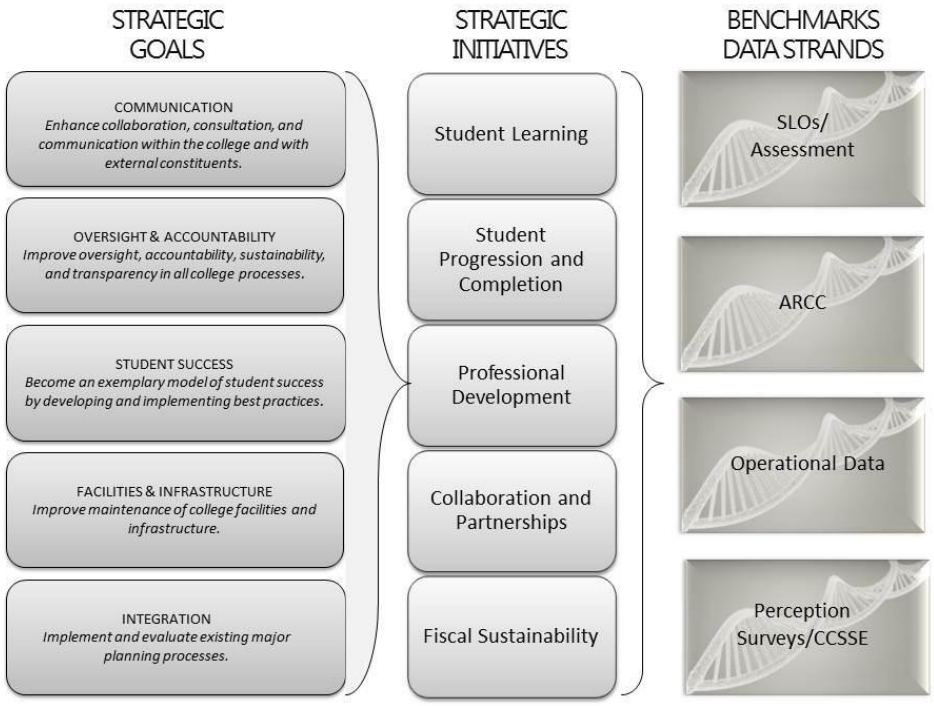
Finally, there is a renewed focus on distance and online learning. The online modality has experienced some challenges, but with new ideas and tools, the College anticipates improving student success and retention. Resources such as online orientation, online tutoring, online

counseling and an early alert system is expected to improve student success. The early alert system provides an opportunity for timely interventions. BC understands the importance of offering classes online for greater student flexibility, and is committed to improvingonline success using innovative technology.

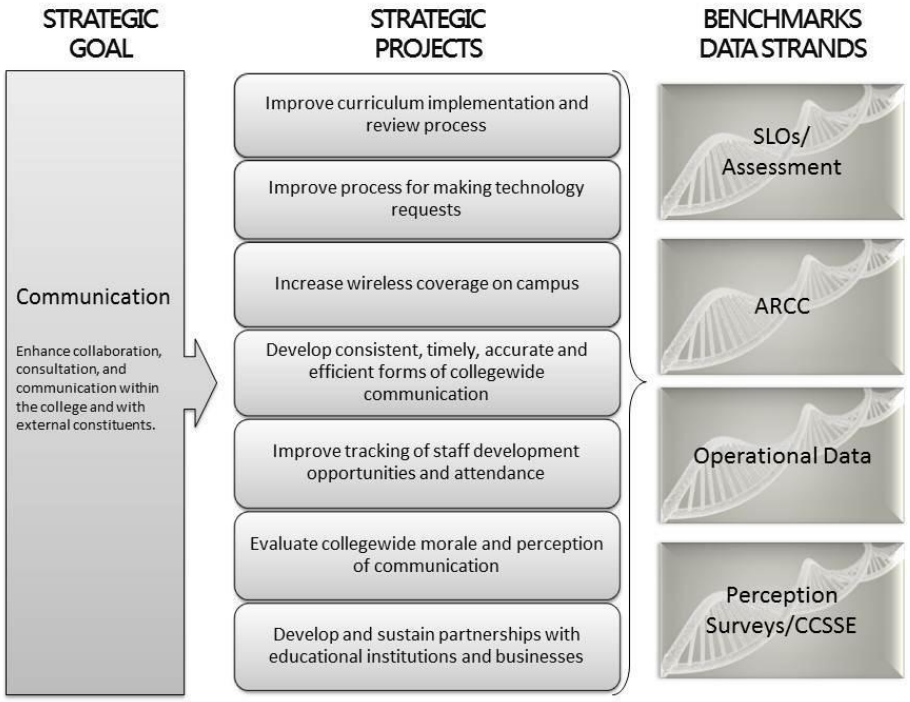
(See funded technology requests that align with strategic goals based on Program Review Annual Updates in Appendix E).

APPENDICES

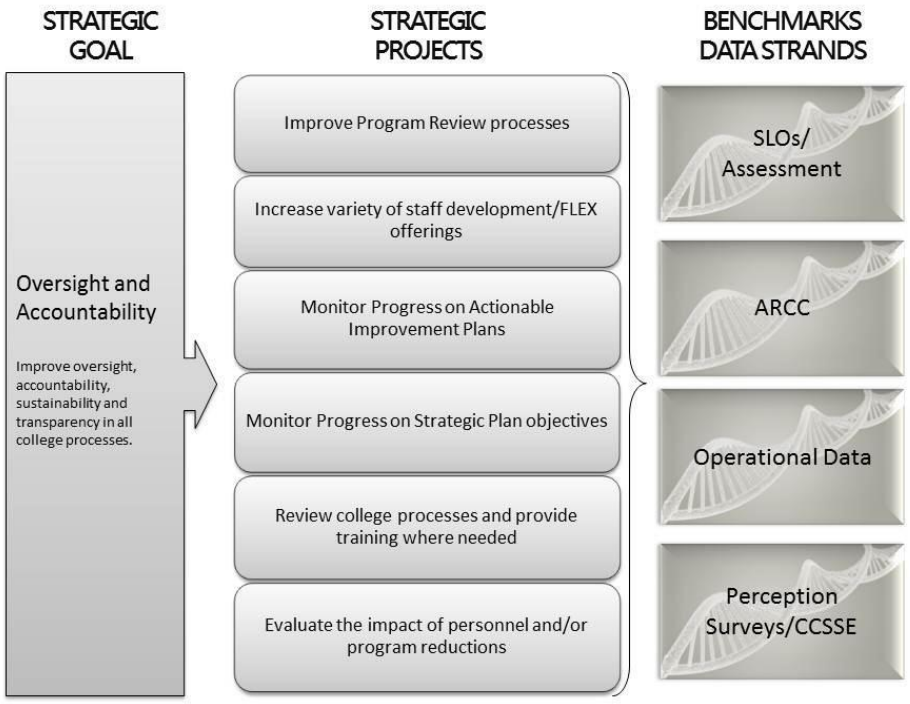
A. STRATEGIC FOCUS – 2014 & BEYOND



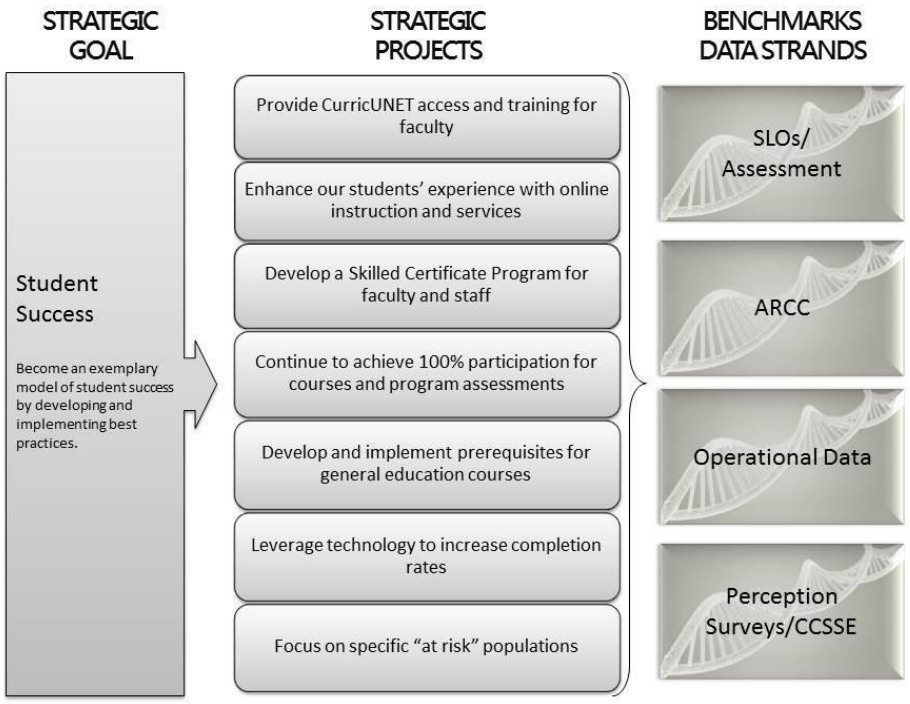
Communication


STRATEGIC GOAL
STRATEGIC PROJECTS
BENCHMARKS DATA STRANDS
Communication
Enhance collaboration, consultation, and communication within the college and with external constituents.
Improve curriculum implementation and review process
Improve process for making technology requests
Increase wireless coverage on campus
Develop consistent, timely, accurate and efficient forms of collegewide communication
Improve tracking of staff development opportunities and attendance
Evaluate collegewide morale and perception of communication
Develop and sustain partnerships with educational institutions and businesses
SLOs/ Assessment
ARCC
Operational Data
Perception Surveys/CCSSE

Oversight & Accountability



Student Success



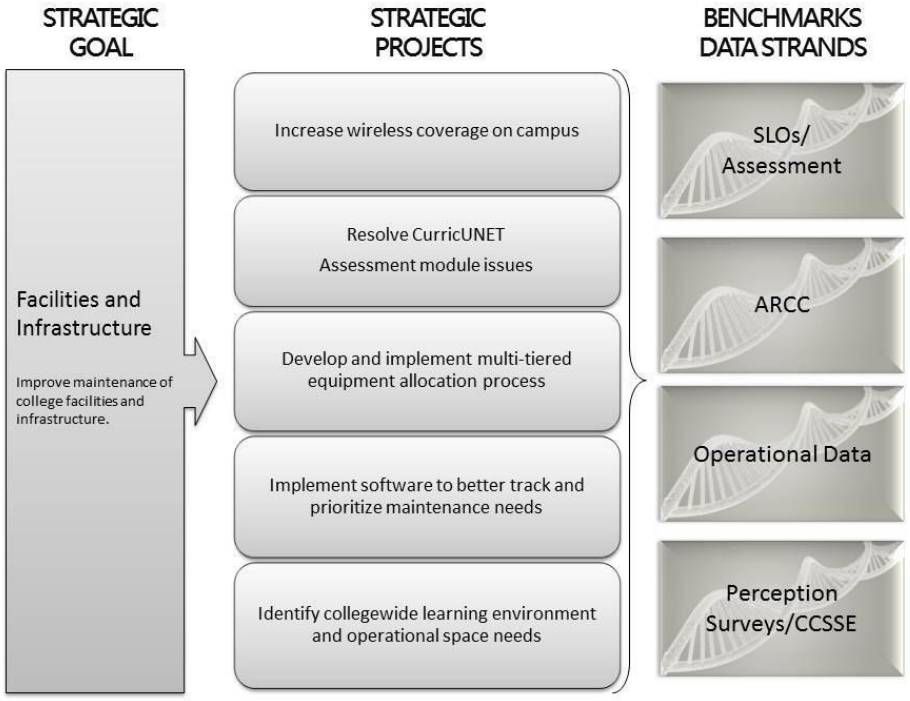
Student success is further defined through goals, a vision statement and specific strategies.

Student Success Strategic Goal: Bakersfield College will become an exemplary model of student success by developing and implementing best practices.

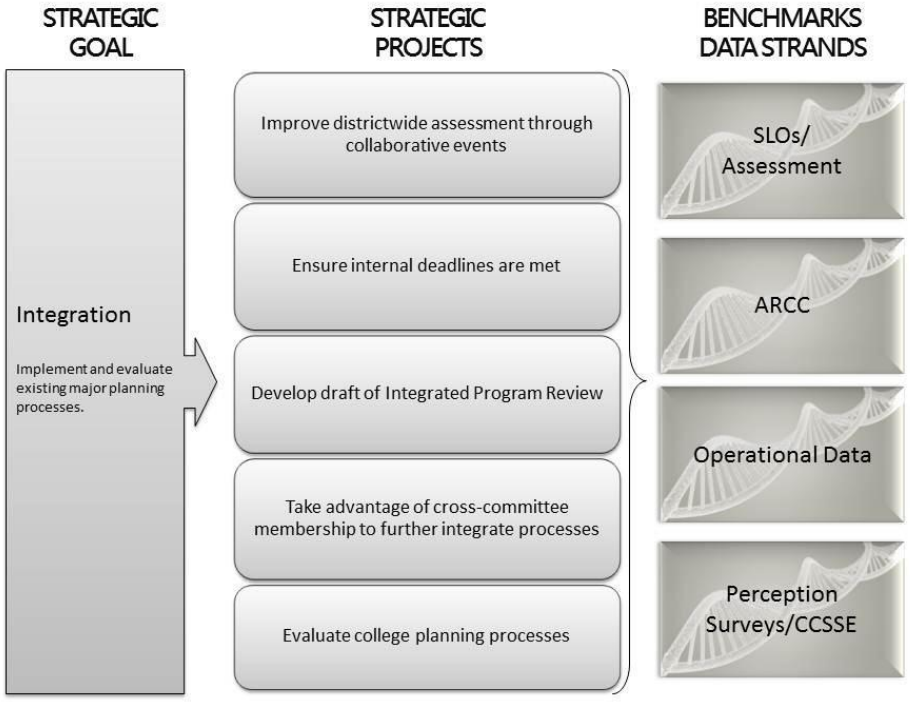
Student Success Vision Statement: Bakersfield College is committed to providing holistic educational experiences that foster student learning and academic success. Through concerted institutional efforts and strategic initiatives, Bakersfield College seeks to support student learning and success through improving progression and completion toward their academic and personal goals. In so doing, the educational environment at BC promotes opportunities for students to:
a. Acquire new knowledge, skills, competencies and characteristics to prepare them for the next phase of their personal, professional and/or academic pursuits.
b. Think critically and independently.
c. Develop lifelong habits and skills of inquiry and curiosity.
d. Achieve intrinsic motivation for learning

Approach to Student Success: The vision of fostering student learning and academic success at Bakersfield College is realized through:
1. Improving student achievement and learning outcomes for all students, thereby creating an educational environment in which all students have shared opportunities and resources to succeed.
2. A commitment to student equity through the elimination of achievement gaps among various student populations as identified through the process of collecting, disaggregating and analyzing data on student success, progression and completion across all student groups, especially among at-risk student populations.
3. Identifying, addressing and resolving barriers to student success, progression and completion, including institutional policies and protocols that inadvertently encumber students' academic progression along their journey toward completion.
4. Developing an institutional culture in which data is frequently collected, reviewed and assessed to inform and refine Bakersfield College's student success priorities and resource allocations.
5. Strategic implementation of initiatives and programs to advance Bakersfield College's student success priorities, as well as the allocation of sufficient resources to fully support those initiatives.
6. Ongoing support throughout all phases of students' academic progression, including:
a. Point-of-Entry services (matriculation, assessment, placement, registration, orientation, and educational planning)
b. Academic advising
c. Student learning and support services
d. Academic progression
e. Retention and persistence, and
f. Graduation.
7. A steadfast and ongoing commitment to continuous institutional self-assessment and improvement.
8. Transparent communication with, and intentional inclusion of, Bakersfield College's educational stakeholders to share and discuss information pertaining to student performance measures, outcomes, and institutional initiatives to improve student success.

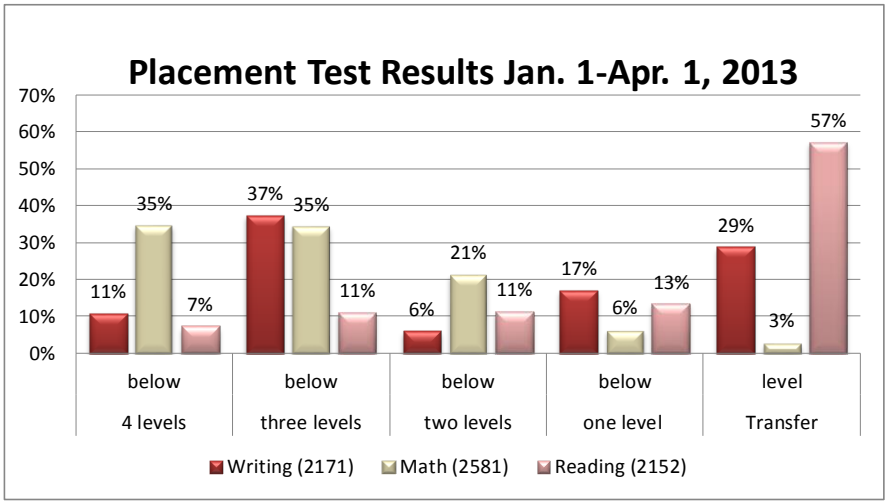
Facilities & Infrastructure

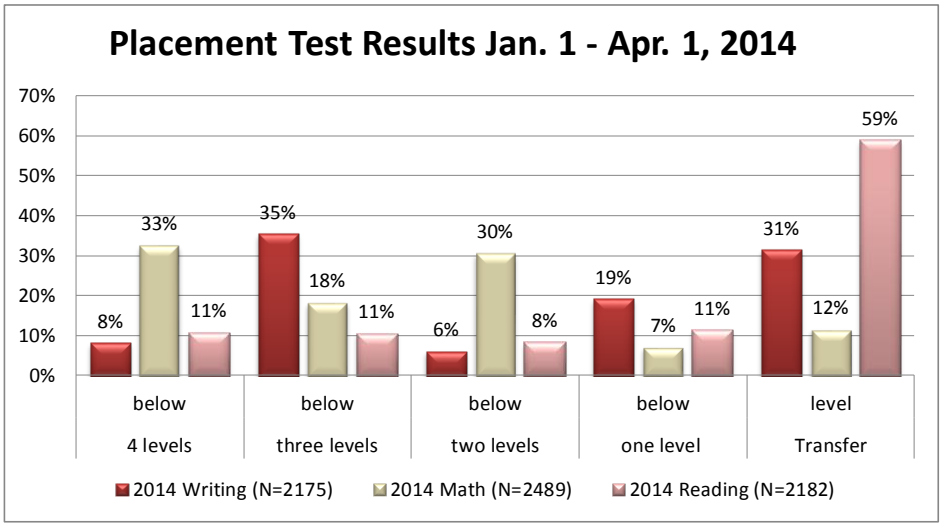


Integration



B. Placement Test Results Between 2013 and 2014 – High Schools as Testing Sites





These two charts compare the test results of students taking placement exams during the first three months of 2013 at BC with the assessment results of students taking the tests during the same time period in 2014, but predominantly at the high schools. Reading levels are comparable between the years. However, in math, 9% more students placed into transfer level math with a 2% decrease in students placing into Intermediate Algebra. In English, 2% more students placed into transfer level English (English 1A), and an additional 2% placed into one level below college. Data analysis by Janet Fulks.

C. Career & Technical Education Pathways

		Agriculture
Program Abstract	1	CTE program to supply trained individuals to work in agricultural business
	2	Ag Business supervisor jobs have increased 4% in county & state, which is highest % in any major occupational category.
	3	Ag business jobs require an AA or 2-year degree.
	4	80% of course offerings are transferable to CSU/UC & 6 course meet gen ed requirements.
	5	All BC Ag programs lead to 4 year degree (except Registered Vet Tech).
	6	BC is only Ag program in county; nearest sister program is 70 miles away.
	7	BC offers 6 Ag-related AA, AS, or certificates
Program Strengths	1	Industry advice is being followed
	2	New hires in Ag business
	3	Enrollment in Ag courses has increased by 7% (1,915 unduplicated students).
	4	Ag degrees/certificates grew from 31-48 during academic year
	5	Began teaching Ag courses at Paramount Academy, a charter K-12 school in Delano
	6	28 participating members on the Ag Advisory Board
	7	Success & retention rates for F2F and Distance education exceed campus.
	8	23 degrees awarded in 2008-09; 47 degrees awarded in 2012-13
	9	Self declared majors in Ag have grown by 38% since 2008 from 414 to 570.
Program Challenges	1	Lack of appropriate physical space for the program limits program growth.
	2	Plant Science and Ornamental Horticulture show lower enrollments
	3	Hiring new instructor, although great for program, negatively impacted budget.
	4	Unforeseen resignation of adjunct instructors
	5	Building facilities do not accommodate computer lab or research equipment areas.
	6	26 students per section in 2008-09; 41 students per section in 2012-13
Opportunities	1	Streamline the program to fall in line with proposed AS-T's (Associated Degree for Transfers).
	2	Increasing outreach
	3	Increase articulation of course to increase high school transfer students
	4	Hiring new instructor
	5	Combine Plant Science & ornamental horticulture into one C-ID degree.
Program Goals	1	Increase instructional resources including classroom, lab and storage space, improved Technology and funding for animal feed.
	2	Increase student success/completion rate by increasing section offerings and expanding articulation agreements (i.e.: Paramount Academy).
	3	Increase student numbers & awards given in Plant Science and Ornamental Horticulture through Increased internships, jobs, and industry professional mentors. Focus on Advisory board for support with this goal.

Allied Health

Program Abstract

1. Provide academic and vocational education to prepare men and women for careers in allied health fields.
2. The Health Services Career Pathway must be expanded to include fields other than nursing. This will give students an opportunity to earn certificate of achievements or AA/AS degrees.
3. Due to the changing environment of health care as created by the Affordable Care Act, the College must be responsive to the development of additional Allied Health fields. The department is proposing the following programs: EMT-Paramedic, Medical Assisting, Central Service Technician, Coding and Health Information Technology.
4. BC currently provides a contract education EMT-Paramedic Program. Through the work of the C6 grant, the college has initiated the process of moving this to a credit granting program, which will lead to a Certificate of Achievement and/or A.S. degree.
5. BC currently offers additional Allied Health Programs leading to job skills certificates: Nurse Assistant, Home Health Aide and EMT-Basic. However, due to the definition of Program as defined by the CCCCO these high unit courses are not captured in any statewide data or tracking despite the fact that they lead to jobs and are extremely successful (i.e. 85%-95% retention and success and state or national licensure).

Program Strengths

1. The existing programs in the Health Services Career Pathway are extremely successful; EMT-Paramedic program has the 3rd highest national licensure pass rate, the CNA program maintains a 95% state certification rate, EMT-Basic maintains 80% first-time pass rate on national exam.
2. The existing Programs have strong community support, which will enable the College's likelihood of success. The community currently commits to employment of graduates as well as clinical placement for mandatory clinical training.
3. Employment needs continue to project that Health Services Careers will continue to have high demand with continued growth.

Program Challenges

1. The challenges in developing new Programs in Health Services Career Pathway are multifaceted and often complex. As is true of most Health Services programs, the majority of the proposed programs will require outside accreditation and/or approval by the nationally or state recognized approving agency.
2. Due to accreditation standards, the requirements for faculty are very specific and can often lead to recruitment challenges, especially related to private sector related wages are frequently much higher than higher education.
3. In addition, due to the outside agencies regulations or standards, most programs will require a FT faculty director and some also require Clinical Coordinators. This will require that the College commits funding for these positions.
4. College will have to commit infrastructure needs - facilities and technology, current facilities cannot accommodate growth.
5. Curriculum approval, both at local and state level, is not a fast process.
6. Current college program or department structure does not support Program development. Allied Health Dept. Chair position is a governance position only, which does not promote faculty leadership in the development of new programs.

Opportunities	1	Upcoming grant opportunities may provide funding sources to support start-up costs - TAACCCT, CTE Trust, etc.
	2	College must increase governance structure, with a commitment of institutional dollars, to support Program expansion/development.
	3	Maintain or exceed level of outside funding through hospital collaborations or grant funding.
	4	The college must develop a comprehensive plan (and not rely on soft money) for equipment replacement, repair or upgrade for all CTE programs to maintain and/or meet current industry standards.
Program Goals	1	Primary goal is to develop new Allied Health Programs, starting with short-term stackable credentials or Programs that support Career Ladder concept.
	2	Complete new Program approval application for EMT-Paramedic program.
	3	Provide career opportunities for students interested in health careers, other than nursing or radiologic technology. Existing programs are impacted with long wait lists. By providing additional career choices, students interested health careers will be able to get jobs sooner.
	4	Develop: medical assisting, central service technician, medical coding, health information technology - online program.

		Architecture
Program Abstract	1	The architecture program consists of two full time faculty members and two adjunct faculty members providing education and training for immediate transition to the workforce and skill building with the latest software and 3D printing technology.
	2	Emphasizes educational path to certificates nod associate degrees and a transfer degree for students desiring a baccalaureate in architecture.
	3	Instruction includes BIM modeling as well as 3D printing of architectural models for sophisticated design.
	4	The program offers Job Skills Certificate in Architectural Drafting, and an AA and AS in architecture.
Program Strengths	1	Our students are given an orientation, counseling advice, and an educational plan is assembled in our Introduction to Architecture B1 course.
	2	We continue to enhance our relationship with New School of Architecture and Design in San Diego through communications, multiple meetings at both campuses each year.
	3	Each of our faculty members is awards a 1,000 dollar scholarship to our top students who are accepted at New School.
	4	An Advisory Committee meets regularly with area architects, engineers and contractors to discuss program strengths and needs.
	5	We will be complementing our day instruction with an additional evening course to accommodate the needs of our community.
	6	Through the addition of 3D printing we are able to further study students' design concepts.
	7	Through the use of the laser cutter, CAD and BIM, students are developing and troubleshooting their design concepts at a much earlier stage.

	8	A sink was relocated and a power strip was run along two walls in the Creative Design Center, creating better use of the small space.
	9	No traditional student participation among female students and African American students have grown significantly in the past few years.
	10	Our student retention rate is at 74.1% and our student success rate is at 88.1% both of these numbers being above the college success and retention rates.
Program Challenges	1	We need to be more visible to the local high school students who are considering Bakersfield College
	2	The emerging transition of hand sketches imported for conceptual modeling and further virtual analysis is increasing – the need for reliable computers, scanners and printers continue to be a constant need in our area.
	3	We share computer labs with the CAD program and are finding it difficult to offer the courses required for both programs to be successful due to lack of space.
	4	The Creative Design Center is the size of a large closet and has very limited space for growth.
	5	Although the faculty are willing and able to support student learning with 3D printing, faculty need further training.
	6	The department now has access to a 3D printer that is shared with other programs.
	7	Our current FTES/FTEF for architecture is 13.9 which is slightly lower than our college productivity rate at 17.9.
	8	Our success rate has dropped due to an increase in student expectations. We began holding our students to higher standards from data and information obtained from workshops and advisory committees.
	10	Our retention rate has been steady; we tend to lose students to employers.
	11	The number of certificates is down most likely to lack of follow through with paperwork.
Opportunities	1	Sustainability is becoming a greater need as our generations continue to consume more resources in our planet, software and training in this field would be easy to integrate into our existing architecture courses.
Program Goals	1	Continued strong partnership with Advisory Board and outside firms to meet the needs of the workplace.
	2	Continued focus on recruiting non traditional student participation.
	3	Add evening courses to accommodate additional students.
Requests	1	A 3D printer suited for architecture would involve 3D printing in color, allowing students to better analyze the use of materials and colors in both an external and internal environment.

	Automotive Technology (EIT)

Program Abstract	1	Automotive Technology program provides training for the following technician classifications: automotive, smog test, engine repair, engine machinists, onsite/field repair, heavy duty equipment & transmission repair. The program trains the following specialists: alignments, suspension, brake systems, tire service, air conditioning, and electrical diagnostic. The program also trains service writers and consultants, and parts persons.
	2	The program participates in the internship and job placement activities offered by the college.
	3	BC's program is committed to relevant technology and high-wage, high-growth occupations within our service area.
	4	The program offers Certificates of Achievement in Automotive: Brakes and Wheel Alignment, Power Trains, Engine Overhaul, Tune-up and Emissions Systems.
	5	The program offers certificates in: Automotive heating, Ventilation & Air Conditioning, Automotive Management, Basic Clean Air Car Course, and Advance Clean Air Car Course.
Program Strengths	1	Program receives support through donations made by the new car dealership association and members of the advisory board.
	2	The BC program has exemplary facilities and equipment in comparison to other CC programs.
	3	Students complete many lab tasks through the semester which allow instructors to assess understanding.
	4	Instructors analyze course proficiency at the conclusion of each task sheet to monitor program success.
	5	Strong relationship with Advisory Board ensures program meets employer needs.
	6	All instructors implemented information technology resources into the learning environment.
	7	The program utilizes online training, computer simulation, and animation to engage student l earning.
	8	Instructors streamline course offerings and commit to meeting with students one on one to help them achieve their goals.
	9	85% of students are working in some sector of the automotive industry while continuing their education.
	10	Student retention rate is 88% and success rate is 79.9%
	11	Collaborated on a student scholarship and job placement opportunities with the New Car Dealership Association.
Program Challenges	1	Non-traditional students populations, specifically female enrollment, is a challenge but seeing growth due to targeted outreach; female enrollment grew 12%.
	2	Continued challenge to meet the expectations of a complex industry. Program must continually increase expectations with a limited facility.
Opportunities	1	Outreach opportunities such as all-female tours from local high schools may increase NT student populations.
	2	Further streamlining of programs to increase persistence and completion rates.
	3	Adopt new teaching strategies and resources such as informational technology to promote continued academic growth and retention and success rates particularly with underprepared students.
	4	Employers are willing to offer internships, donations of equipment and money, mentoring their expertise, and entry-level employment.
Program Goals	1	Maintain constant communication with advisory board industry partners to assess program and student preparedness.

	2	Address gaps in non-traditional enrollment (female students) through outreach events tailored to female students.
Requests	1	Add short throw interactive projectors to the four automotive classrooms.

		Business Management & Information Technology (BMIT-BSAD)
Program Abstract	1	The degrees and certificates in BMIT-BSAD provide career and technical education and transfer courses in business.
	2	The program currently offers 9 degrees and/or certificates.
Program Strengths	1	Training was administered to faculty promptly following program review of data in response to Open Entry Lab. (Results were favorable)
	2	Updated projectors and sound systems in some courses as a result of building upgrades.
	3	Upgrades in the Business Education building have created a cleaner, brighter environment that improved the atmosphere of the program.
Program Challenges	1	Office technology outcomes weren't as strong as hoped due to inconsistency among faculty in teaching open-entry lab.
	2	Coordinating scheduling with departments outside of business in which Business students must fulfill requirements.
	3	Course size has increase significantly
	4	Late start, open entry course offerings to accommodate Financial Aid needs create issues with students that frequently are no-shows in course.
	5	Institutional Research confirms that program data for BMIT is inaccurate and misrepresents the department's success and course offerings.
	6	Students continue to experience difficulty in completing the coursework necessary for a transfer degree due, largely, to the limited number of business math sections offered by the math department.
	7	The failure rate for students who have already completed two math courses is 70% in Finance 300
Opportunities	1	Offer an AS-T in Business.
Program Goals	1	The data for the Business side of BMIT remains inaccurate and misrepresents the department's success. The situation has been acknowledged but has not yet been resolved.
	2	Improve student success in online courses. The department will focus on student engagement and interaction.
Requests		Additional full-time faculty member to facilitate new AS-T degree. Equipment upgrades and enhancements would also improve student outcomes.
		Requesting two new faculty positions in order to bring the instruction of the business math courses in-house (to BMIT)

		Business Management & Information Technology (COMS)
Program Abstract	1	The BMIT department offers degrees and/or certificates in Computer Information Systems, Computer Science, Web Development, CompTIA, and Software Development.
	2	The program is responding the community needs by designing course work that all students to receive skills sets that the marketplace requires.
Program Strengths	1	The department has spent the better part of the last year redesigning the entire (Web Development) program, adapting the curriculum to meet the realities of other student population, external and internal environmental factors, the renewed emphasis on CTE programs, and the emphasis placed by the state on the development of TMC.
	2	The department reduced the number of programs from four to a single AS-T and three certificates of achievement.
	3	Developed an AS-T in Computer Science in response to support from the local CSU.
	4	A reduction in the number of articulation agreements with local high schools will strengthen our program and dramatically increase the number of students who are successfully completing programs.
	5	Retention rate improved from 78.6% to 83.9% and the success rate improved from 60.8% to 61.4%
Program Challenges	1	There is currently little to no programmatic data due to the complete overhaul of the curriculum.
	2	Existing degrees and certificates require too many units to complete.
	3	Insufficient staffing and adjunct pools to offer all of the advanced courses required.
	4	Technology resources limit teaching the latest software and hardware skills.
	5	Continually updating technology specific to the program is a challenge
Opportunities	1	Develop a more robust, integrated assessment plan.
Program Goals	1	Change the course identifier from COMS to COMP to eliminate the confusion with Communication Studies, eliminate with transfer schools, and to align with the C-ID identifier.
	2	Continue to lobby for changes in the data that identifies only students working in an actual computer technology company as working in the field, eliminating students working for government, agriculture, energy, an other manufacturing industries from the category. This skews the data.
Requests		No Pending Requests.

	Child Development	
Program Abstract	1	The Child Development department uses a multi-dimensional approach with our students to assist them in meeting their personal, academic, and professional goals.
	2	Committed to providing excellent learning opportunities in basic skills, career/technical education, and transfer courses.
	3	Addresses a diverse community in a rapidly changing world.
	4	The Child Dev certificates are in line with the state permit matrix.
	5	Courses are offered in Bakersfield and Delano.
	6	The CD program offers a 6 certificates/degrees.
Program Strengths	1	In 2010 CD implemented Portfolio Assessments. Each degree/certificate has a portfolio assessment assignment with a rubric.
	2	Assessments process has improved planning, course activities, and course offerings.
	3	Updated the Open House and Program Brochures w/VTEA money.
	4	The Atlantis federal grant that sends BC students to Spain & Italy as well sends students from Europe to visit here is a strength.
	5	Child Development Advisory committee is going strong.
	6	The program is active in the community, sending faculty to participate in local networks and hosting a Child Dev Conference and Infant/Toddler Conf.
	7	The department chair did not retire!
	8	Having a nice looking campus contributes to a sense of well being and so the FACE building updates (i.e.: paint, fixed potholes, upgrade of air conditioning unit, refocus on custodial service in the FACE building) was appreciated and seen as a strength.
	9	Success/retention remains equal or exceeds campus in face to face courses.
	10	Child Dev program excels at getting students to file for certificates or transfer.
Program Challenges	1	Online success and retention has decreased.
	2	Adding a computer lab to the FACE building would improve student success.
	3	Lack of nontraditional (male) students are a challenge.
	4	Number of students has decreased with the number of sections being offered but has maintained the same level of enrollment and productivity consistent with the campus.
	5	Although on-line course success and retention meets or exceeds campus, the numbers have decreased.
Opportunities	1	Last year, CD was noted as one of the top 10 degree majors to transfer to four year colleges.
	2	Rewrite the Child Dev Brochure to outline multiple career opportunities with the degree and add illustrations of males working in the industry.
	3	Improve success and retention in online courses
	4	Recruiting male students
Program	1	Request to add a 1/2 unit portfolio completion course.

Goals		
Requests	1	Replace and repair student seating in FACE23
	2	Replace sound system in observation area of child dev. Lab
	3	Need a computer lab

		Construction Technology
Program Abstract	1	Students have the opportunity to obtain a Certificate of Achievement or an Associate of Science degree.
	2	The program currently offers a Certificate of Achievement in Construction Technology and an AS in Industrial Technology (Construction Technology option).
Program Strengths	1	Introduction to Construction and Estimating, Print Reading & Scheduling courses are transferable.
	2	Transferring students in the architecture, industrial drawing, construction management and wood working programs find that the various construction courses and related construction experience complements their personal professional growth.
	3	The construction program recognizes that many of the involved students are deficient in basic math, reading, writing and workforce preparation skills. Recognizing this, much of the instruction is self-paced and modularized.
	4	The need to refine curriculum related to building green concepts, safety and other technical aspects related to construction was identified and addressed.
	5	The need to also refine the lab construction lab for student efficiency and safety was addressed.
	6	The need to develop lab activities complementing common construction standards was addressed.
	7	The technical instruction has been refined into individual interactive computer based assignments.
	8	The instructor refined the safety and technical redesigned safety modules. Many of these assignments are online.
	9	The CNST 50A and CNST 50B courses have integrated green construction techniques into the instruction.
	10	Students and instructor have installed lab safety accessories and related safety signage. Lab has been improved to industry standards.
	11	The construction program is sensitive and dedicated to providing educational support to individuals with employment challenges (It should be noted that the construction instructor has extensive experience in supporting career development to those with employment barriers).
	12	It is important to note that our "employment" core indicator shows 91.23% employment, compared with a state average of 83.35%. This is evidence that even though our success indicator is lower than state average, the final outcome (employment) of our training is very successful (above average).
Program Challenges	1	Having two or three computers with related audiovisual equipment in the construction lab would give students the opportunity to complete their various assignments while in the lab. Instructor would also be able to present many quality safety and instructional videos that

		are available online.
	2	Our "success" indicator is 18% below the state average. Our BC "completion" Rate is 19% below our goal (although we were 22% above the state).
	3	Of the courses in the certificate and the major, only four are taught as CNST courses. The remaining coursework is in other disciplines related to construction. Therefore a good portion of our students often complete just the CNST courses and possibly a few others, then seek employment, rather than stay in college long enough to complete all the required courses.
	4	The construction program realizes the need to develop lab exercises that reflect common construction techniques and emerging green building techniques. To do this in a cost effective manner is a challenge.
Opportunities	1	In order to improve success and completion, the faculty plans on continuing our efforts to increase student success through the following initiatives: 1)tailored instruction on basic skills, particularly in the area of math, 2)continued use of computer- based instruction in safety and on construction-related topics, 3) continued evolution of coursework and projects in the various CNST courses, including more structured, project-based assignments, and 4) reevaluating assessment methods and grading standards.
Program Goals	1	It is a goal to seek advice on integrating green technology into coursework from both industry professionals and construction advisory members.
	2	Continue to coordinate with local industry through the work of advisory boards and other collaborative efforts.
	3	Continue to address gaps in core indicators. This is continued from last year – especially in terms of non- traditional student (female) enrollment.
Requests	1	None Pending.

Culinary Arts and Nutrition

Program Abstract	1	Food and Nutrition offers 5 areas of study including Nutrition, Culinary Arts, Food management, Dietetic Services, and Child Nutrition Management.
	2	Each area of study integrates theoretical and practical course work to prepare students for service-area work.
Program Strengths	1	The program offers Certificates of Achievement in Child Nutrition management, Culinary Arts and Dietetic Services Supervisor. The program offers an AS in Child Nutrition Management, and AS in culinary Arts, and AS in Food Service Management.
	2	The program leadership uses assessment results to fine-tune programs and target Recruitment efforts.
	3	Assessment data confirms the value of the Culinary Open House in the fall, Culinary Arts EXPO targeted at high school students, and working with Academic Development department.
	4	Food and Nutrition success and retention rates are higher as a result of the use of assessment data.
	5	The food and Nutrition Department maintain success and retention rates above

the college wide average percentage.

The Face building has had several maintenance upgrades and is in good condition.

6 The program praises the custodial service that maintains such an active facility.

7 The FTEs/FTEF ration in Nutrition is 25:1 which is higher than the college-wide average.

8 Online Nutrition Courses were successful in both student success rates as well as retention.

The Food and Nutrition program has a strong revenue stream from the Renegade Room
\9 Restaurant, which means that they do not use GU money.

Program Challenges

Although new technology has been placed in several rooms inside the FACe building,
1 the Food Program (other than Nutrition) does use these facilities.

The Non-Traditional student population - African American - has dropped from 15% in
2 2010-11 to 8% in 2012-13 (but remains higher than the college wide average).

The reduction of course sections from 32 in 200809 to 26 in 2012-13 has had a direct
3 impact on enrollment headcount.

The reduction of nutrition courses from 36 in 2008-09 to 27 in 2012-13 also reduced
4 enrollment.

The Culinary Arts Lab (Renegade Room) would benefit from smaller enrollment
5 to address safety concerns.

Opportunities

The program has physical plant is a capacity; in order to grow, we would need
1 to expand the physical plant.

Program Goals

1 Increase both success and retention rates

2 focus recruitment on non traditional population - African American

Requests

Assessment data shows a lack of space to operate the Renegade Room;
expansion of the program cannot be done in the present facilities. By administrative request,
the Food and Nutrition will present a plan to expand usage of the Renegade Room Restaurant,
1 to develop a lecture/demo kitchen.

Requesting a computer lab dedicated to the Food and Child Development program
2 in the FACE building.

3 Remodel the physical plant.

Electronics Technology

Program Abstract

The Electronics Technology program at Bakersfield College provides training for
electronics technicians, automation technicians, instrumentation technicians, consumer
electronics technicians, maintenance mechanics, radio and telecommunications technicians,
installation technicians, electronic systems fabrication technicians, operators,
1 and other related occupations.

Program Strengths

1. Participated in several of the strategic goals and initiatives of the college, including student success (through our participation in the C6 consortium and its activities), and fiscal sustainability (through our participation in the STEM program and through sizeable grants from Chevron and the Central California Section of the International Society of Automation).
2. Our facilities and equipment are exemplary among similar programs in the State,
3. Strong support from the Advisory Committee for addressing the changing technical demands of our local employers.
4. New equipment provided by VTEA, STEM and private grant money was positive.
5. Participation in MESA Week Zero built a stronger connection to STEM initiatives.
6. Addition of a third full-time faculty member allowed program to accommodate the additional workload that comes from teaching new technology.
7. Faculty member improved labs and implemented new equipment and technology into their instruction.
8. C6 Grant increased the number of daytime sections offered to students.
9. Percent of females students has increased from 3% to 4% in the past year due, perhaps, to the VTEA funding focus area.
10. Traditional undergraduate age of students has increased slightly.
12. Certificates awarded were up slightly and the number of AS degrees double from the '08-09 year.
11. Hispanic/Latino students have risen from 51% to 61%.
12. Course sections are typically full and waitlisted.
13. Employer involvement in the program including offering internships, donations of equipment and funding, expertise, and entry-level employment.

Program Challenges

1. Program relies heavily on adjuncts to meet the growth of sections. (Addition of new tenure-track faculty member was a plus!).
2. The increased course sections due to the C6 grant have created a challenge for faculty since these courses cannot be assigned to adjuncts.
3. Added computer based instruction in several courses is putting a burden on the Internet connection to computers.
4. In order to support academically under-prepared students, examine teaching strategies, consider remediation and "Habits of the Mind" strategies.

Opportunities

1. Development of an Engineering Technician AS is in process.
2. Create a more predictable course sequence, centered around various Job Skills Certificates, which will help with the entry-level employment, job advancement, and persistence through the program.
3. Make greater use of the instructional technology in our labs and the online instructional portal (Moodle) to provide "hybrid" instruction. This will allow us to schedule advance-level and potentially lower-enrolled courses more often.
4. Decrease completion times for students with the implementation of hybrid instruction.
5. Increase the number of Job Skills Certificates available.

Program Goals

1. Seeking input from community through the implementation of Advisory Boards. Continued collaboration in this area.
2. Continue to address gaps in core indicators. Program will focus on improved instruction, embedded remediation, block scheduling, and online curriculum access.
3. Develop a mechatronics program with the Electronics Technology program to meet needs requested by the industry.

	4	Examine strategies to increase success and retention rates to at least equate to the college average.
Requests	1	Storage and lab space are needed for the addition of the new program equipment acquired through various grants.

		Engineering/Engineering Technology
Program Abstract	1	Engineering Technology is an instructional program that strives to offer effective and student centered instruction in the engineering discipline, being sensitive to diverse students, educational needs and career goals.
	2	Since engineering is a high unit major, students are best served completing the lower division preparation courses at Bakersfield College and continuing in transfer to a four-year university, rather than completing the general education required for an A. S. degree.
	3	Degrees/certificates offered include an AS in engineering and an AS in Engineering Technology.
Program Strengths	1	Faculty plan to offer support services in technical writing skills for students, either through supplemental learning or technical writing workshops.
	2	A STEM Transfer Mentor (CSUB Engineering Student) was recently hired to provide leadership among the Supplemental Learning Program in engineering.
	3	In order to strengthen programming skills, a new robotics platform (Arduino board) will be incorporated into the engineering programming course this year.
	4	The Accreditation Board of Engineering and Technology (ABET) has specified that a desired outcome of engineering curriculum is an emphasis on design. Thus, most of the engineering courses at Bakersfield College have design project assignments.
	5	The EIT department is developing a Creative Design Center (CDC) that will integrate computer-aided-design, engineering, and other disciplines.
	6	Through the STEM, Engineering, and the Chevron grants, EIT has been able to remodel MS11b (location of the CDC) and add a laser cutter and new 3D printer to the existing 3D printer equipment.
	7	INDR B42, a Solidworks course, was offered for the first time during the summer of 2013. This course supports welding, manufacturing, industrial drawing and engineering. Use of the Solidworks software was incorporated in the Introduction to Engineering Design and Engineering Statics courses. Two students were hired in internships due to their experience in the Solidworks software. This software will also be the primary platform for the Engineering Graphics course offered in the spring semester of 2014.
	8	Through Project Lead the Way (PLTW), credit by examination to obtain credit for ENGR B47 (Introduction to Engineering and Design) was offered to senior PLTW students at Centennial HS. Three students participated and two received credit. We will continue to grow this pathway.
	9	The dean and STEM counselor met with CSUB administration to propose a more rigorous STEM TAG agreement. A clearly defined pathway for STEM disciplines will result in a higher transfer rates to CSUB.

	10	MESA, BC Engineers Club, Society of Hispanic Engineers (HOPES), National Society of Black Engineers, Women in Science and Engineering WISE, and Society of Women Engineers student chapters continue to serve a critical role in providing leadership opportunities for engineering students.
	11	MS12 is an architectural/industrial drawing lab that was renovated using funds from the Engineering grant. Britelinks technology was added along with multiuse drawing stations. Although this is not an engineering lab, it is used by engineering support courses.
	12	Hispanics enrolled in engineering courses has increased 8% over the last five years, now comparable to the 56% Hispanic enrollment college wide.
	13	There was a 44% increase in the number of Hispanic students declaring engineering majors from Fall, 2010 to Fall, 2012. There was also a 38% increase in the number of Hispanic Freshmen students (< 24 units) declaring engineering as a major during the same period.
	14	During 2012-2013 the retention rate was 86.4% which was slightly higher than the college wide retention rate of 85.9% (only face-to-face). During 2012-2013 the success rate was 73%, higher than the college wide success rate of 69.1% (only face-to-face).
Program Challenges	1	Technical writing skills among engineering students need to be improved.
	2	CSU system has reduced the Engineering Technology program offerings; encouraging students to pursue Engineering as a major.
	3	The only full-time engineering instructor accepted an Interim Dean of Instruction position for 18 months. Thus, the course sections are being covered using adjunct faculty.
	4	As a result of the transfer emphasis, very few degrees were awarded over the past five years. (6 AS degrees total)
Opportunities	1	In response to industry changes, the department is expanding the automation curriculum, a large component of an engineering technician curriculum. It seems prudent to align the Engineering Technology A.S. degree to the curriculum necessary for employment as an engineering technician. This curricular change should be taking place this year.
Program Goals	1	It is a departmental goal to maintain currency of the technology in the CDC, which may require categorical funds to purchase equipment.
	2	During the 2013-2014 academic year, engineering faculty will submit updated curriculum to align with the C-IDs and the Model Curricula once these are finalized at the state level.
	3	Complete the Creative Design Center and develop a cohort program with basic skills to engage students in technological skills.
	4	In an effort to provide a broader support base for women seeking STEM careers (including engineering), the Society of Women Engineers Club was renamed the Women in Science and Engineering (WISE) Club. This goal will be supported further by offering Webinars and other resources on campus.
Requests	1	None Pending.

Fire Tech

Program Abstract

1. The Fire Technology program offers pre-service, in-service and professional development courses in fire technology. The program prepares non-firefighters for a career in fire science, and includes a Firefighter Academy that is accredited through the Office of the State Fire Marshal.
2. The program provides in service training to members of local fire departments through Instructional Service Agreements.
3. Many of the professional development courses are either degree applicable or can be used as elective units or tied to a state fire marshal certificate program.
4. The program provides curriculum for training skills and techniques as follows: Working knowledge and understanding of fire positions; Workplace safety and Orientation; work ethic; attitudes; principles; responsibility; discipline and initiative, technical language; vocabulary; equipment; materials; modes of operation; and broad background in the mental and physical skills necessary to operate in the world of firefighting.
5. The program offers an AA in Fire Technology, and AS in Wildland Firefighting, and a Certificate in Fire Technology.

Program Strengths

1. When BC completes the state marshal accreditation in spring of 2014, the program will receive national recognition.
2. 7% increase in female participants. 6% increase in African American, and a 33% increase in Hispanic/Latino participation over last year.
3. FTF Success rate of 98.4%, Retention rate of 99.5% / FTF College wide Retention rate of 84.3%, Retention rate of 67.6%
4. DE Success rate of 46.4%, Retention rate of 72.7% / DE College wide Success rate of 48.8%, Retention rate of 72.5%
5. Bakersfield College is one of the top three FTES producing colleges in the State with 467,523,141 FTES credits.
6. The program services 1,707 students, 79 sections, produces 467.5 FTES, 7.2 FTEF.
7. The overall retention rate of 93.3% and success rate of 87.4% is commendable.
8. The program offers 26 degrees and 13 certificates, issues over 1,400 State Fire Marshal Certificates.
9. The program oversees and manages two different contracts (Olive Drive Fire Training and the Forest Service).

Program Challenges

1. Outcomes assessment informed the program that some students are struggling to understand some of the SLO's.
2. Program constitutes one fulltime faculty and one fulltime clerical person is not enough to adequately operate the program.

Opportunities

1. None at this time.

Program Goals

1. Revision of the curriculum was completed for 22 courses. New goal to revise 50 additional courses.
2. Add four new certificates including: EMT Skills Certificate, A Firefighter 1 and 2 Certificate, an Academy Certificate, and a Wildland Firefighting Certificate.

	3	Approval of four articulation agreements with Cal State, Cal Poly, Kern High School District, and a reaccreditation of the State Fire Marshal.
	4	Improve the Success and retention rate through workshops for instructors.
Requests	1	From the ISIT request - The program would benefit from the purchase of a Bullex Flashover Simulator.

		Industrial Technology
Program Abstract	1	Program provides training for day and night students seeking careers in EIT related fields, career advancement, or skills updating.
	2	Program uses a multi-dimensional approach for preparing students for their specific career goals, meeting personal academic goals, and intellectual goals.
	3	There are several Industrial Technology courses, along with a number of AS degrees with options within the disciplines that comprise the IT area.
	4	The IT program offers 8 degrees/certificates
	5	The program offers one degree (Industrial Technology, General) and the following disciplines: Automotive, Construction, Electronics, Industrial Drawing, Manufacturing, Welding, and Woodworking.
Program Strengths	1	The Occupational Readiness course meets educational planning requirements for certificates and degrees and is well suited for Industrial Tech students.
	2	The Special Problems courses provide opportunity for students to practice advanced skills, organize projects and assist other students; these courses are offered as no-load for the faculty, which is zero cost to the college.
	3	Replaced retiring faculty members and hired new faculty.
	4	Integration between Engineering and Industrial Technology and other STEM areas has improved the program.
	5	C6, STEM, and Chevron grant funding improved/updated equipment.
	6	Embedded remediation/basic skills instruction through C6 Grant & Critical Academic Skills workshops increased student performance.
Program Challenges	1	INDT B10 can only accommodate 120-150 students each year but we need to serve thousands of students in the program.
	2	Safety audit of our labs by SISC last year identified deficiencies and needs that should be addressed and will need to be addressed by the budget.
	3	Resources, staffing, equipment updating/replacement are challenges.
	4	Student preparation is a challenge.
	5	VTEA grant money no longer supports purchasing equipment to maintain current practice with industry.
	6	No stand-alone Industrial Technology lab or area, other than the computer lab in IT205. Lab space is challenging.
	7	From Institutional Research, we need a single report that combines all 09 TOP Codes, which will allow faculty to look at IT trends and outcomes together.

Opportunities	1	Design a single AS degree (rather than 8) while still retaining the discipline-specific nature of the degree.
	2	Offer INDT B10 course as a hybrid
	3	Turn some of the Job Skills Certificates into Certificates of Achievement to increase completion rates
	4	Bring back the Water Technology program (Water and Wastewater Treatment); high demand in the industry.
	5	Redesign INDT B10, Occupational Readiness so more students can participate.
Program Goals	1	Continue to grow the advisory boards and other collaborative efforts.
	2	Increase non-traditional students in program.
Requests	1	Train all Engineering and IT faculty and adjuncts on the "best practices" developed and used in the various grants and initiatives.

	Manufacturing Technology	
Program Abstract	1	The program at BC provides training in the use of machine tools for production.
	2	Students learn use of lathes, milling machines, drilling machines, band saws, grinders, and measurement tools in cutting operations to produce precision parts from metal stock.
	3	Training in the use of manually controlled machine tools as well as computer numerical control, or CNC, machine tools, is also provided.
	4	Students in the program are prepared for work as machinists, welders, electronics, maintenance technicians, and pre-engineering students.
	5	Degrees/certificates in Industrial Technology, manufacturing technology, basic machine tool operation, and in programming of CNC lathes and milling machines.
	6	
Program Strengths	1	A new course in the use of SolidWorks mechanical design software was added to the curriculum.
	2	CAD labs have seen increased use.
	3	Continuous emphasis on safety in all MFGT courses.
	4	Additional course time (extending courses to meet twice a week) has resulted in deeper student knowledge.
	5	Certificate awards were well above average in '11-'12.
Program Challenges	1	Need to replace outdated equipment with newer technologies: circa 1950's vertical band saw and manual milling machine.
	2	A one-faculty member program is challenging, particularly when that individual is requested to take on additional assignments outside of the program.
	3	Staff is time-challenged due to extending course times to meet twice a week (but the benefits have been tremendous for the students).

	4	Non-traditional student participation and completion rates are a challenge.
	5	Retention rate is slightly lower than the college average (82.3%)
Opportunities	1	The program will attract/retain more students with improved instructional technology.
	2	Courses taken in the manufacturing technology program serve students in welding, industrial drawing, electronics, and pre-engineering.
Program Goals	1	Continue to grow and develop advisory board relationship.
	2	Continue to target outreach efforts to nontraditional students in Manufacturing Technology programs.
Requests	1	Need to replace outdated equipment with newer technologies: circa 1950s vertical band saw and manual milling machine.
	2	Replace the CNC lathes in the lab with a state of the art CNC lathe.
	3	Replace the Tree Journeyman CNC mill with a state of the art CNC mill.
	4	New computers in the IT 205 computer lab would allow for the teaching of SolidWorks. (SolidWorks will function only on Windows Vista and newer)

	Radiologic Technology (Rad Tech)	
Program Abstract	1	The Health Services Career Pathway, students have an opportunity to earn an AS in Radiologic Technology and certificates in Principles of Venipuncture and Fluoroscopy.
Program Strengths	1	Three sets of program surveys delivered annually provide feedback on student preparation. The surveys include Employers, Graduates, and Exit surveys.
	2	An advisory committee for student success, learning, and retention provides direction to the program leaders.
	3	Inclusion in the DOL TAACCCT (C6) grant was a strength.
	4	Program admissions prerequisites were changed favorably.
	5	Student success strategies and embedded remediation activities practiced through the DOL grant have altered teaching and learning practices in the program.
	6	Student workshops on test taking strategies, memory, and note taking were strengths.
	7	American Registry of Radiologic Technologists is excellent.
	8	2012 Graduates achieved a 94.4% pass rate on their fist attempt with 100% pass rate on the second attempt.
	9	All 2012 graduates who applied for the State of CA fluoroscopy permit earned the permit (100%)
	10	100% of 2013 graduates rate the program as excellent or good on the Program Completion Survey.
	11	100% of 2012 graduates rated the quality of faculty as excellent or good.

	12	A new computed radiography imaging system was funded through VTEA.
	13	Success and retention rates continue to remain excellent and above college-wide statistics. 2012-13 trend data showed a 99.97% retention rate and a 99.2% success rate.
Program Challenges	1	The radiographic and fluoroscopic equipment is out dated and does not meet industry/employer standards. (This is a concern of the advisory committee)
	2	The AS Degree 24-month attrition rate needs to be lower than the established programmatic accreditation benchmark of 25%.
	3	Although improved from the original 2-3 ear Wait List for program admissions, students continue to Waitlist 1-2 years to enter the program once they have completed the program prerequisites.
	4	The program has a 16% higher enrollment rate of white students in comparison to the college trend.
	5	The program falls below the state apportionment allotted for FTES for smaller programs.
Opportunities	1	None specified.
Program Goals	1	Develop curriculum for Computed Tomography Course in collaboration with Fresno City College.
	2	Complete accreditation reports for national/state approval: JRCERT Interim Report, Sate Fluoroscopy Program Report, State Venipuncture Program Report.
	3	Rad Tech Core Indicator in Persistence was lowered in 2012-13 @ 63.89 that the performance goal of 85.86%. (Impact of the implementation of the new prerequisites is suspected cause and is under review).
	4	Continue C6 grant workshops.
Requests	1	New x-ray equipment for the on-campus lab.
	2	An estimate of $250,000-$300,000 is needed to fund new x-ray equipment.

	Registered Nursing	
Program Abstract	1	The mission of the Association Degree Nursing (RN) Program is to prepare entry-level registered nurses as providers and managers of care across the health/illness continuum.
	2	Offers academic and vocation education to prepare men and women for careers in Nursing.
	3	The RN Program fosters a teaching and learning environment that is conducive to student academic and/or career success and achievement.
	4	BC offers an AS in Nursing.
Program Strengths	1	Annual pass rates have increased from 93% to 97%.
	2	Student success coach, utilization of online resources (ATI), early identification of at risk students with development of learning contracts.
	3	74% of students complete the program in 4 semesters (which has improved from 67% in 2010-11 and 74% in 2011-12)

	4	Faculty committed to implementing strategies that improve student success.
	5	Although the NCLEX test plan and passing standard changed making the exam more difficult, our pass rate increased from 93% in 2011-12 to 97% for first time test takers in 2012-13.
	6	The BC RN program recently received the following updated technologies: Virtual IV arm, Nurse's Touch for the C6 Cohort, COW (Computer on Wheels) which contains electronic health record software for students to document their patient care activities), Electronic Health Record software, and Sim Pad (Remote control for vital Sims)
	7	Flipped classrooms, streaming simulations, podcasting, lecture capture, and i-clickers are technologies advancing instruction and student success in the RN program.
	8	Minor remodel of our simulation control room and debriefing area resulted in the ability to provide realistic simulation experiences.
	9	Compliant with the states 1:10 faculty to student ratio in a clinical setting.
	10	Research indicated that at least 90-95% of our graduates are employed locally.
Program Challenges	1	We missed an opportunity to administer the student satisfaction survey and the employer satisfaction survey in 2012-13, which would have informed our planning.
	2	In 2013, four full time faculty resigned for a variety of reasons, primarily, however, to seek higher wages.
	3	One of the greatest challenges is keeping up with current technology that makes our BC training relevant to the workforce. Although we have equipped our skills labs with highly specialized technological equipment and we are able to provide simulated clinical learning experiences, new technologies emerge constantly.
	4	Male student participation is trending down.
	5	Headcount and sections have decreased over the past 5 years, which decreases our FTES/FTEF.
Opportunities	1	None specified.
Program Goals	1	Improve time completion rate by continuing to utilize the program's early identification process for at risk students, make referrals to the success coach and tutors, and strengthen the terms sated in the learning contracts.
	2	Complete a major RN curriculum revision to include leveling of courses and inclusion of topics recommended by the Board of Registered Nursing.
	3	complete a self-study in preparation for Board of Registered Nursing Accreditation Visit in Fall of 2014.
Requests	1	Simulation equipment needs to be updated. Specifically, maintenance packages and warranties must be kept current for simulation equipment.
	2	The development of LA107c into a thin lab (grant funded) will be utilized to support the demand of online testing as well as for simulated concept/case studies.
	3	Need replacement faculty.
	4	Requesting institutionalization of the educational advisor.

Vocational Nursing

Program Abstract

1. The aim of the Program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem-solving skills so that the student completing the program is equipped to deliver care to a culturally diverse population in a variety of healthcare settings.
2. Although vocational nursing education is offered by proprietary agencies and the adult school in our service area (RN education is only offered by BC and CSUB), our advisory boards indicate the vacancy rate for nurses is greater than what BC, CSUB, or the proprietary agencies can provide and recommend that we maintain our current enrollment levels for both Nursing Programs.
3. Although the VN program is purely CTE in its mission, it is also considered part of a career pathway in which students start with Certified Nurse Assistant (Job Skills Certificate) Licensed Vocational Nurse (Certificate of Achievement) Registered Nurse (Associate of Science Degree).

Program Strengths

1. Employer surveys and anecdotal data for the Nursing Programs indicate that at least 90-95% of our graduates are employed locally.
2. 2012-13 Success: 89%; 2012-13 Retention: 93%
3. NCLEX Pass Rate: 2013: 94%
4. Employer feedback indicates that the graduates are prepared to provide nursing care in structured health care settings for clients who are experiencing common, well-defined health problems.
5. An academic "Boot Camp", early intervention model, tutoring, and mandatory supplemental materials are provided to students to facilitate student success.
6. The LVN faculty make good use of required program evaluations, annual planning, and analysis of SLO, PLO, and AUO data. Results of these processes are used to monitor the program's effectiveness and attain desired student outcomes.
7. The program has a strong relationship with their Advisory Board.
8. 2012-13 Certificates awarded: First time Licensure rate - 100%, Certificates- 16
9. Of our graduates who desire employment, 90% are employed and 95-100% of those employed, remain in our service area.
10. State of the art skills lab on BC main campus and a smaller lab at the Weill Institute. Both are capable of low, mid, and high fidelity simulation.
11. Expanded peer tutoring program.
12. The nursing programs have a dedicated Educational Advisor through the C6 grant.
13. Program makes strong use of technology including: Comprehensive Assessment and Remediation Program (CARP), I-Clickers, tablets in the classroom, computer for testing, ATI to facilitate curriculum evaluation, Skills Lab/Simulation, Inside BC for communication and access to course/program materials, and a department Facebook page.

Program Challenges

1. Turnover and inexperience of the faculty may contribute to a dip in retention rates. Three Faculty members resigned in the spring of 2013.
2. The number of students completing the program in the desired 3-semesters is lower than desired.
3. Need adequate staffing and resources to continue to deliver a successful program.
4. On time completion rate in 2012-13 was at 56% due to underprepared students, faculty turnover, new faculty issues, and student personal issues.

5 Underprepared students continue to be a challenge but the program leaders are mitigating this challenges through strategies listed above under Program Strengths. These interventions include Boot Camp, early Intervention, Tutoring, and dedicated Advising.

6 C6 Implementation of supplemental instruction and embedded remediation created a challenge (to carve out course time) but turned out to benefit the program and student success rates.

7 Nontraditional male population is consistently low in program.

8 Socioeconomic challenges and challenges experienced by first generation students are a strong consideration in the program.

9 The productivity rate remains low as the team strives to find a balance between a ratio that seems conducive to instruction of 1:10 (faculty to student) and the norm of 1:15.

Opportunities

1 High faculty turnover rate is being addressed through a stronger faculty orientation to include acclimation to academia, resources on instructional strategies, faculty peer support, and strategies that will facilitate student success.

2 Faculty evaluation and revision of course content may lead to further proposed changes based on faculty meeting conversation.

Program Goals

1 Complete a major curriculum revision for the program including revising all clinical evaluations tools.

2 Improve retention and on-time completion rates by 5%.

3 Evaluate curricular changes based on student feedback. Plan revisions and submit to the BVN/PT for approval.

4 Update course, instructor, and faculty evaluation tools.

5 Improve collection of employer survey to address employment patterns, develop a timeline for survey administration, meet face to face with employers to garner feedback.

Requests

1 Dependable electronic media to support interactive classroom activities to conduct online testing.

2 Cosmetic upkeep (paint in classrooms, outside of building, carpet in classrooms & offices) to create a positive learning environment.

Welding

Program Abstract

1 Bakersfield College offers three Certificates of Specialization: Welding Certificate of Achievement & Welding Option AS degree.

2 Successfully qualified over 125 students in different procedures resulting in certification papers over the past 7 years.

3 The program offers Blue Print Reading, Pipe Layout for Welders, and Fabrication courses.

Program Strengths

1 Enhances student experience with online instruction, develops Skills Certificates, uses embedded remedial skills in lecture an course, uses technology to increase completion rates, uses professional development opportunities to address retention.

2 Faculty embedded lecture that addressed soft skills, reading, and trade arithmetic in program courses.

3 participates in the C6 Grant

	4	Because institutional data reveals that student demand for welding courses remain high, 5 additional seas were added to all waitlists and were immediately filled.
	5	Faculty has increased the emphasis on industry safety standards. All course place an emphasis on safe work practices (SWP)
	6	The program acquired 2 new, state-of-the-art Pulse-GMAW Welders, one for each lab.
	7	The grant is prepared to purchase additional Pulse GMAW Welders
	8	Hispanic student participation increased due possibly to the C6 Grant.
	9	Retention rats rose slightly (90.4% to 92.2%) possibly due to instructor encouragement.
	10	Success rates also rose from 78.4% to 79.5%.
	11	Instructors intentionally emphasize that completing a certificate makes them a more desirable candidate.
	12	The implementation of Course Mate is improving success rates.
Program Challenges	1	The C6 Grant, although a wonderful addition, overloads the faculty.
	2	The addition of six extra sections at BC and two in Delano are creating a need for additional faculty.
	3	The extra workload caused by the C6 Grant has made it challenging for this department to participate in program promotion, professional development, and Committee involvement on campus.
	4	General numbers have remained fairly constant with females constituting significantly fewer participants (19-23 female students vs. 311-313 male students).
	5	African American Students fell significantly.
	6	Because the welding industry does not require a degree, the number of degrees offered in welding is very low (3 issues in 2012-13).
	7	
Opportunities	1	Teach two courses (WELD B1B and WELD B1A) at Delano High. (May need to hire an additional faculty member to accomplish this)
	2	Many students and the Advisory Board members have expressed interest in a Certified Welding Inspector program.
Program Goals	1	Program focus on creating an exemplary model program. Continued focus on supplemental online component to decrease seat time and increase lab (hands on) time.
	2	Enhance collaboration, consultation, and communication within the college and with external constituents. Continued participation in C6 will help this goal.
Requests	1	None pending.

Woodworking

Program Abstract	1	Through the Woodworking Technology Program (WTP) students will acquire woodworking and technology related skills that will allow them to seek positions in the woodworking and cabinetmaking trades.

	2	The WTP directs students to part and full time work in their area of interest.
	3	Degrees and certificates offered include and AS Industrial Technology, Woodworking and Cabinetmaking Option, JSC Woodworking/Cabinetmaking, and a CA Cabinetmaking.
Program Strengths	1	A "hands-on" environment is the theoretical approach.
	2	8% of the program's students were African Am, which was above the college-wide average.
	3	The retention rate in the program was at 87% (above the college average.
	4	The success rate for the program was at 78% (above the college average).
	5	Students who take the coursework in the Woodworking
	6	Technology Program either transfer to a four-year institution or secure part or full-time employment in cabinetry, as
	7	well as related majors such as architecture, engineering, construction technologies, and industrial technology.
	8	There tends to be a growing trend of students entering the Woodworking Technology Program who have completed four year degrees and have returned to the WTP to receive practical hands-on skill sets in order to make them a more valuable commodity within their career pathway.
	9	All courses are delivered face-to-face in an environment which includes a combination of lecture, hands-on a combination of lecture, hands-on
	10	Courses are "full" or "waitlisted" every semester.
Program Challenges	1	Students often make academic plans around financial aid availability rather than personal interest. The instructors are challenged to excite students with developing their unique gifts while growing basic skill sets.
	2	The average participation rate of nontraditional female students (17%) in the WTP is below the college-wide rate.
	3	The population of Hispanic/Latino students in the program was at 47%, which is slightly below the college average. The white population was slightly above the college-wide average.
	4	Currently there is only one professor in the WTP. Due to the lack of instructors, it takes a student approximately three years to complete the coursework.
	5	The program has an Advisory board.
	6	Students arrive to the program academically unprepared.
Opportunities	1	Possible integration of WTP into other BC programs.
	2	Create a "margin" of space for Engineering and Architecture students to take basic woodworking program to apply the theoretical and abstract concepts in a concrete experience.

D. Paramount Academy CTE Pathways -- BC

Form C: California Career Pathways Trust
Program of Study Worksheet Paramount Academy/Bakersfield College

Industry Sector: Agriculture

Courses in bold are dual credit college courses
(SS) = Summer School

Career Pathway: Agriculture Business

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	Occupations Relating to this Pathway (Multiple Exit Points) with Hourly Wage
								Occupations Requiring Less Than a Baccalaureate Degree
SECONDARY	9	English 9	Algebra I or Geometry	Ag Biology			Tools For College Success (SS) Introduction to Microsoft Office 2010 Elementary Nutrition Physical Education	▶ General Administration, $15-$25 ▶ Accounting, $16-$27 ▶ Supervisor, $$20-$30 ▶ Procurement, $16-$26
	10	English 10	Geometry or Algebra II	Chemistry	Modern Global Studies	Introduction to Mechanized Agriculture Agriculture, Environment and Society	Elementary Spanish (SS) Public Speaking Physical Education	
	11	English 11	Algebra II or Pre-Calculus	Introduction to Soil Science	HISTORY OF THE US Since 1870	Agriculture Leadership Training Principles of Crop Production	Physical Education (SS) Art Appreciation	Occupations Requiring a *Baccalaureate Degree* ▶ *Farming Director/Manager, $25-$30* ▶ *Product Manager, $25-$30* ▶ *General Business, $16-$30* ▶ *Ag Business, $16-30*

	12	**Expository Composition** **Introduction to Types of Literature**	Pre-Calculus or Calculus **Elementary Probability and Statistics (SS)**		**American Government: National, State and Local** **Agricultural Economics**	**Agricultural Internship** **Agricultural Sales and Communication**		
POSTSECONDARY	Year 13							**Industry recognized certifications, licenses, or Credentials related to this pathway** ► Ag Business Certificate of Achievement (Year 12) ► AS Ag Business (Year 12)
	Year 14							
	Year 15							
	Year 16							

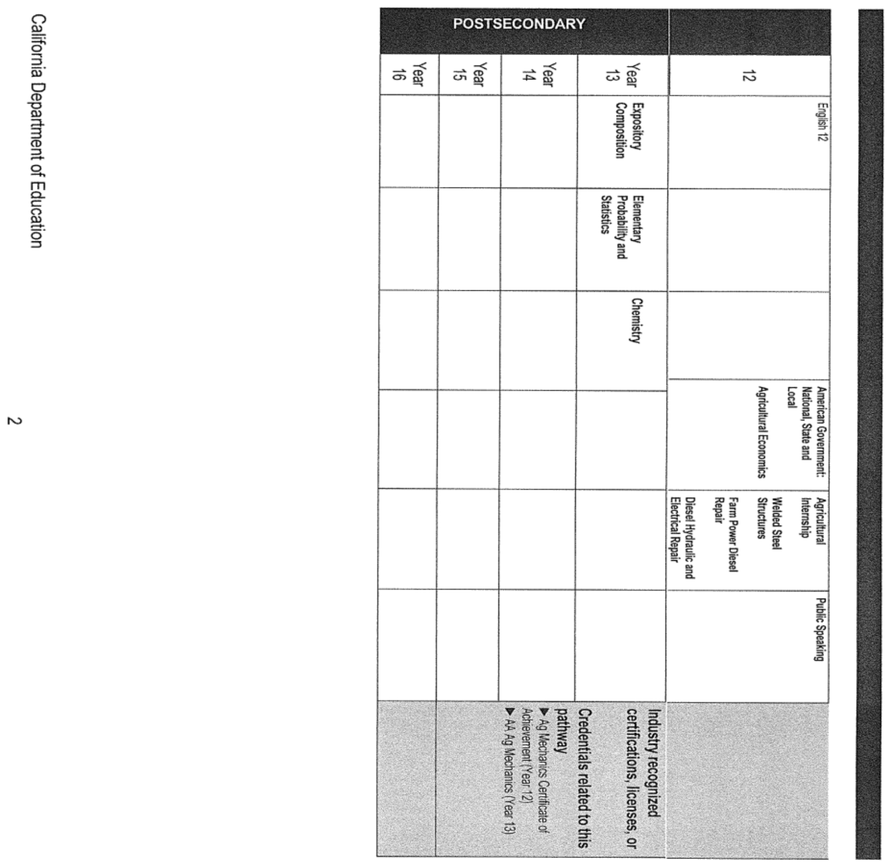
Form C: California Career Pathways Trust
Program of Study Worksheet McFarland High School/Bakersfield College

Industry Sector: Agriculture

Career Pathway: Agriculture Mechanics

Courses in bold are dual credit college courses
(SS) = Summer School

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	Occupations Relating to this Pathway (Multiple Exit Points) with Hourly Wage
								Occupations Requiring Less Than a Baccalaureate Degree ► Maintenance (plumbers, electricians, welders, packing technicians), $15-$40 ► Mechanics, $14-$25 ► Equipment/Machine Operators, $11-$25 ► Shop Manager/Supervisor, $22-$31 Occupations Requiring a Baccalaureate Degree ► Electrical Engineer, $30-$40 ► Mechanical Engineer, $27-$40
SECONDARY	9	English 9	Int Math I or Int Math II	Int. Ag Biology			**Tools For College Success (SS)** **Introduction to Microsoft Office 2010** **Elementary Nutrition** Physical Education	
	10	English 10	Int Math II or Int Math III	Chemistry	World History	**Introduction to Mechanized Agriculture** **Farm Power Operation**	**Physical Education (SS)**	
	11	English 11	Int Math III or Pre-Calc	Physics	HISTORY OF THE US	**Small Gas Engines** **Introduction to Welding Processes** **Ag Leadership Training**	Art Appreciation	



	12	English 12			American Government: National, State and Local Agricultural Economics	Agricultural Internship Welded Steel Structures Farm Power Diesel Repair Diesel Hydraulic and Electrical Repair	Public Speaking	
POSTSECONDARY	Year 13	Expository Composition	Elementary Probability and Statistics	Chemistry				Industry recognized certifications, licenses, or Credentials related to this pathway ▶ Ag Mechanics Certificate of Achievement (Year 12) ▶ AA Ag Mechanics (Year 13)
	Year 14							
	Year 15							
	Year 16							

California Department of Education

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E. Technology Requests Aligned With Strategic Goals

Funded Technology Requests Aligned with Strategic Goals Student Success and Facilities, Infrastructure & Technology Request	Funding Source	Amount
SS3 (Convert from wireless cart to thin client lab)	BSI	$80,000
FA-30 (Update projector, screen, instructor station)	SRID	$12,000
Business Building (Updated wiring in classrooms & labs, new computers in B11,	SRID/VTEA	$120,000

wireless coverage for whole building, switching infrastructure)		
MS 3/4 (New projector, computer and instructors station, wiring, wireless)	STEM	$15,000
SE 7 (31 Computer replacements)	VTEA	$31,000
LA-225 (31 Computer replacements, projector)	GUI	$37,000
SE Building Wireless	STEM	$15,000

The college also reviewed numerous requests from faculty and staff to upgrade technology during the 2013-14 FY.

Request	**Amount**	**Department**	**ISIT Priority**	**Justification from Annual Update**
Laptop Computer	$2,000	Auto Tech	1	Within the next year, BAR will be requiring an addition to the Smog Machine. This will include a laptop computer, software from a BAR approved source and a bar code reader which will attach to the laptop.
Summer Project AG Build Tech	$20,000	Technology Services (IT/MS)	2	Update existing projector/technology
Update Forums Technology	$50,000	Technology Services (IT/MS)	3	Update existing projector/technology
Network Drop Replacement LA	$4,500	Technology Services (IT/MS)	4	Replace network drops in the Language Arts building - Many drops come up from the floor (upstairs) and are unsafe and often broken by usage. There are some unstable drops downstairs also. Estimated replacement cost is $300 per drop. 3 drops have been completed within 2013 so far due to this damage.
Electronic 16x9 Aspect screens	$8,000	Biology	5	Would like 4 16x10 aspect ratio screens (electric) for SE 48, 51, 53, 56 to replace existing electric

				screens. These rooms are multipurpose rooms* added by Media Services
Technology Classroom	6,330.00	ASL/Foreign Language	6	(13) An Epson Brightlink Shortthrow Projector will finally allow ASL instructors to get their imaging equipment off of the floor where it blocks visual communication betweeen teacher/student and student/student (Please refer to the photo on page 4 of the ASL APR). This item will replace a cumbersome, rolling black cabinet that substantially interferes with communication in the same way ongoing loud noise would in auditory instruction. (14) The equipment would serve approximately 250 students each semester. (19) This equipment would directly, and positively, affect instruction. Its installation would greatly enhance communication in our dedicated classroom. At the moment, not all students can see the instructor and the instructor cannot see all students. Again, this is directly analogous to a student being unable to hear the instructor, nor the instructor them. (20) Any additional resources are accounted for in the estimated cost.

Computer Replacement	$25,000	Library	7	The computers currently used in the library classroom lab, L217, were installed four years ago and are beginning to require more maintenance and attention. This lab offers hands-on experience with library databases, the library catalog, and the Internet. Courses taught in this lab each semester are 3 sections of English B34, 75 workshops, and

Request	**Amount**	**Department**	**ISIT Priority**	**Justification from Annual Update**
Computer Replacement	$31,000	Library	8	The 31 public access computers in the library are four years old. These computers offer access to the library catalog, research databases, and the Internet. They are in nearly constant use every day throughout each semester. We've noted lately that more and more of these computers are exhibiting printing problems, freezing, and slow response times.
Update Music Lab Technology	$55,555.57	Music/ Performing Arts	9	The Music program currently operates a music lab housed in FA73E with 8 stations of Apple computers used by approximately 70 students per semester. The current computers are more than 8 years old and can no longer be upgraded to support current software. In Fall 2014, this lab will be relocated to the

				newly renovated SPArC in a room specifically designed for such an activity and configured for 17 stations. Therefore, essentially half of this request is for replacement of obsolete equipment and the rest is new purchase. The quote includes both the hardware and software costs proposed as the addition.
Desktop Computers	$30,000.00	Biology	10	Biology faculty received "repurposed" office, lab and classroom computers more than 4 years ago. This is to cover both areas in SE and MS 14/17.
Document Cameras	$10,000	English	11	Document Cameras will replace the aging transparency machines in our classrooms: Humanities 2, 3, 4, 5, 6, 7, 20, 21, 22, and 23 (10 classrooms). Doc cameras facilitate learning by allowing instructors to make comments on student papers and in texts immediately (no prior preparing needed), addressing "in-time" instruction standards. Funding could possibly come out of Basic Skills Initiatives money. Will see if BSI can fund - Check with Bonnie
Data/Video Projector	6,330	Health & Physical Education	12	Gym 12 (funded dept.) Gym 17
Technology Classrooms	18,990.00	Foreign Language/ Spanish	13	Epson Brightlink Projector with mount and replacement lamp, air filter, pens, infrastructure, cabling and approx total cost $6,330 per room. Priority

				#1 is LA 224, Priority 2 is LA 201, Priority #3 to LA 202
Technology Classroom Updates	$25,320	Auto Tech	14	Update existing Technology for Auto Tech 2 Rooms may be funded 2 that are not DSA approved may not
Technology Classroom	$6,330.00	Music/ Performing Arts	15	To update the instructional space in FA60. Necessary for instruction of multiple courses required by the AA-T in Music to be implemented

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Technology Classrooms	25,320	Social Science/ History	16	We are asking for "short throw, wall mounted" projectors in rooms H12, H103, H13 and H15. At present, faculty believe the current television system is limited in its usefulness. The projector images are larger and easier to see, and do not require the teacher to strain his/her neck to use when standing in front of the computer. Estimated cost reflects cost of hardware, installation and additional wiring.
Spitz SciDome Projection Sys.	$270,000	Physics/Astronomy	17	Eventual replacement of the Spitz SciDome all-dome projection system in the Planetarium. The system is essentially a computer system with a data projector. The computers are now 7 years old. None of the money generated from ticket sales goes into any hardware replacement fund---

				they all go into GUI. BC student headcount served is about 250 but over 4500 K12 + adult general public attend planetarium shows.
B-11 Updates & Miscellaneous	$8,840	BMIT/COMS	18	This is a request for various equipment and equipment configurations that are needed to enhance instruction and student learning outcomes in the Computer Studies programs: For classroom B11: Additional Cable drop needs to be installed to the instructor station. Classroom switch/router needs to be configured to allow instructors to set up and demonstrate networking protocols that should remain isolated within the classroom network. The following can be used in multiple computer labs. External hard drives (qty. 40 - $70 per unit) Wifi AP's (qty 2 at 120 per unit) USB Wifi Adapters (Qty 42 @ $40 per unit) 10 cable cutters ($20 per unit) wire strippers ($20 per unit) crimping tools $20 per unit, cat 6e twisted pair cabling $200 per 1000 ft. box, and RJ-45 connectors $20 per pack of 100. Voice over IP equipment headsets (Qty 45 @ $20 per unit). The following are for classroom demonstrations: A switch that supports virtual LAN's (VLANS) Qty. 1 @$100., Fiber optic equipment

				and cable Qty. 2 NIC's $100 per unit, Qty. 1 switch $100 per unit, Qty. 2 20ft. MMF $50 per unit.
Technology Classroom	$37,980	English	19	We request classrooms used by English in the Humanities building be updated to reflect Smart Classrooms or modeled after SS 3's technology. Our current classrooms (H-23, 22, 21, 21, 7, 6, 5, 4, 3, and 2) with the Monitor in the top corner of the room and the computer/DVD player, mouse, keyboard in the media cabinet directly below the monitor make it difficult to use the equipment--the mounted TV screens, media cabinets were additions to old classrooms that weren't originally created with technology in mind. The TV screens are outdated and incompatible with laptops. If only some of the classrooms can be updated, we'd ask for 4, 20, 7, 23, 6, and 3, in that order.

Request	**Amount**	**Department**	**ISIT Priority**	**Justification from Annual Update**
28-Person Computer Lab	$100,000	AC/DV	20	a dedicated classroom computer lab with 28 student stations and an instructor station with projector. The outcomes in our pilot courses, which relied heavily on

				the open Student Success Lab, showed that students need more face-to-face instruction in the lab setting. Therefore, ACDV is requesting a second dedicated classroom computer lab with 28 student stations and an instructor station with projector to accommodate all our ACDV sections.
28-Person Computer Lab	$100,000	AC/DV	21	a dedicated classroom computer lab with 28 student stations and an instructor station with projector. In Delano. The outcomes in our pilot courses, which relied heavily on the open Student Success Lab, showed that students need more face-to-face instruction in the lab setting. Therefore, ACDV is requesting a second dedicated classroom computer lab with 28 student stations and an instructor station with projector to accommodate all our ACDV sections.
Computer Lab	$100,000	FACE - Culinary	22	The increased computer requirement for textbooks, on-line software and business/operational requirements justifies a computer lab in the FACE building. FACE 13 or FACE 12 remodeled

Desktop Computers	46,800	BMIT/COMS	23	Our utilization of the two computer labs in the Business Education building (B2 and B11) is high. Because of the high utilization of theses labs, we are scheduling labs around campus (Library, Science and Engineering), for those courses we offer that can use more "generic" computers. Unfortunately, many times those computers are inadequate for some of our current courses (COMS B82, COMS B41, COMS B34, COMS B74a, COMS B93) and for courses we plan to add to the catalog. The flexibility in scheduling AND the ability to offer more computing intensive courses is paramount for the success of our programs. The requested configuration for the workstations in this lab will also allow the lab to be used as a traditional lecture room as well. This furniture is being requested via the M & O form.
B-2 Lab to Virtualization lab	$34,000	BMIT/COMS	24	• Minimum 8 GB RAM • USB 3.0 port accessible from the front of the system unit • 2 instructor workstations • Additional cable drop for additional instructor workstation • 40 external USB 3.0 Hard drives (like those in B11) • Classroom switch/router needs to be configured to allow instructors to setup and demonstrate networking

				protocols that should remain isolated within the classroom network
Computer Lab	$100,000	FACE - Child Development	25	FACE dept. is requesting a computer lab in the department to improve student success and retention rates.

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Computer Lab	$100,000	FACE - Child Development	26	Face dept. is requesting a computer lab in the department to improve student success and retention rates.
Wireless accessibility HS	$5,000	DELANO	27	The lecture halls at Robert F. Kennedy High School (a BC Joint Use facility) do not have Internet connectivity available to BC instructors. The BC IT needs to develop a solution that provides wireless access to faculty and students at this facility. Solutions include: wireless routers that expand BC Delano's wireless access area to include the lecture halls; purchase MiDi internet connectivity for instructors; or other TBD. All solutions will require an agreement with Delano Joint Union High School district and E-rate regulations may limit the solutions.
Color 3D Printer	$52,000	EIT (Engineering & Ind. Tech)	28	a color printer