

Bakersfield College

State of the College
2016-2017

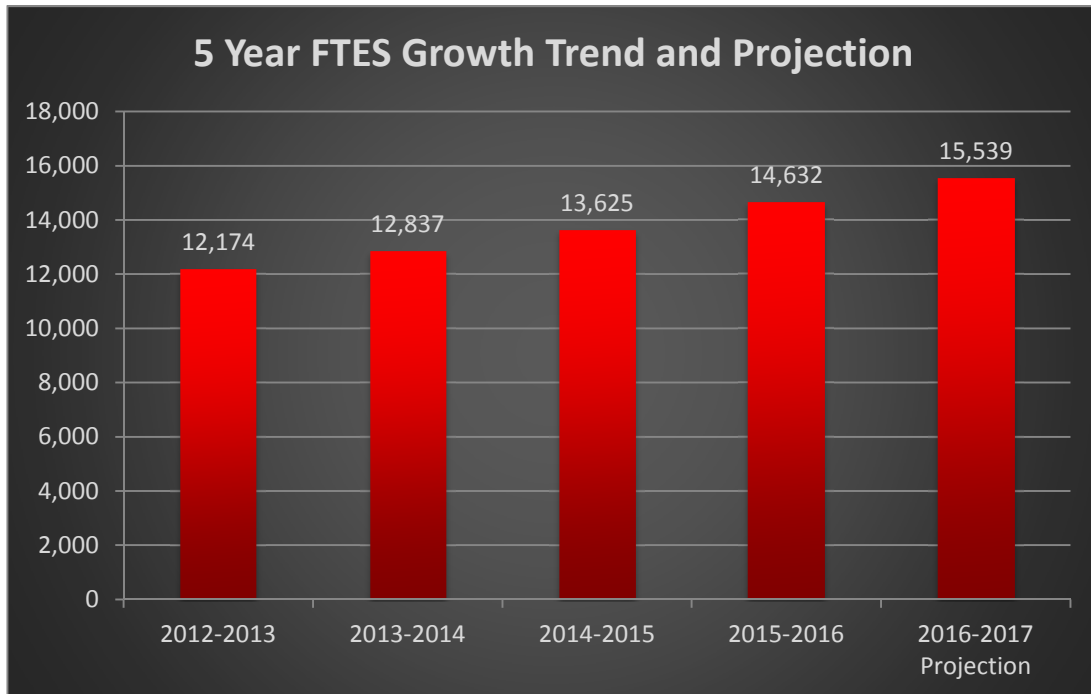
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**BAKERSFIELD
COLLEGE**

Introduction

The state of Bakersfield College is strong. The annual 2015-16 headcount was 27,627¹ producing 14,632 FTES² (compared to 13,625 in 2014-15).



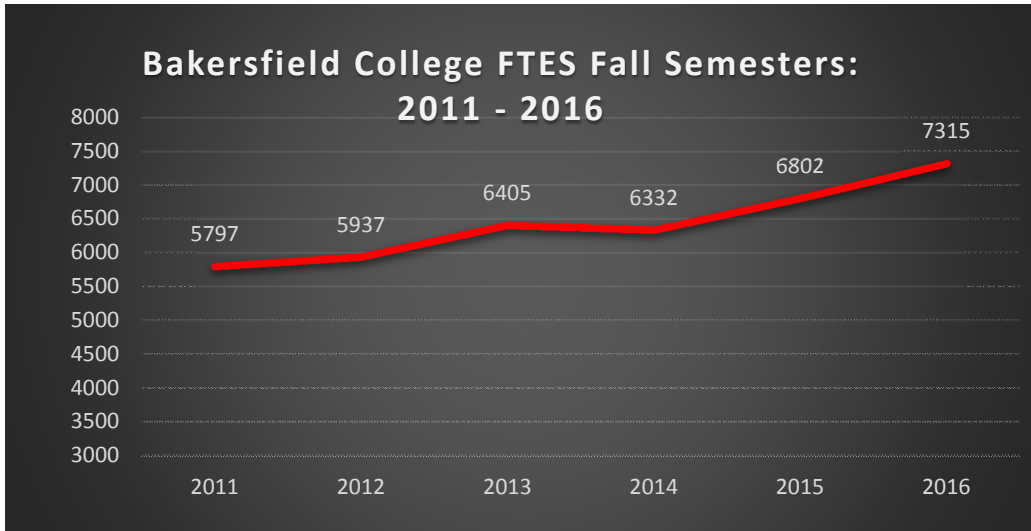
Fall 2016 saw the greatest gain with 7315 Full Time Equivalent Students (FTES) attending. These numbers mean that Bakersfield College students now represent 73.7% of the district FTES and has brought more new, first-time students into the district through outreach and matriculation re-engineering efforts than anticipated. The allocation of about \$4700/FTES translates to an increase of nearly 2.5 million dollars last year in BC growth alone.³

This growth is the direct result of the college-wide focus to expand student access and success. The college has also been aggressively integrating new categorical and grant dollars (BSI, SSSP, Equity, Federal grants and state grants) to advance student access, success and learning.

¹ CCCCO Datamart ([Link](#))

² CCCCO Datamart ([Link](#))

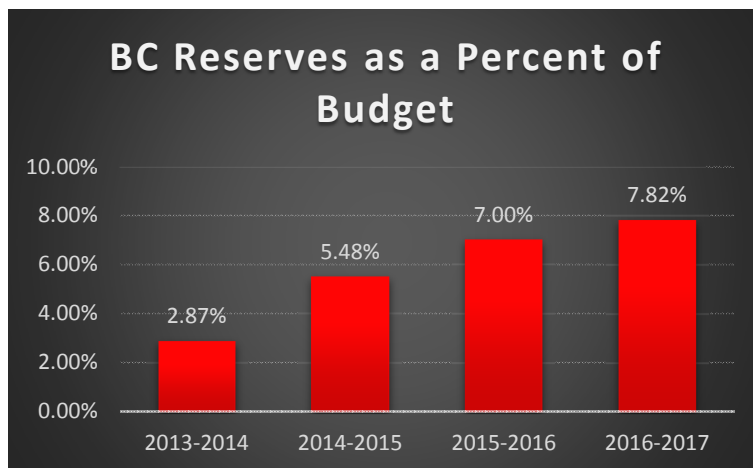
³ CCCCO Advance Apportionment 2015-16 ([Link](#))



It is evident that BC's work over the past 3 years has:

- produced an increase in student numbers that far exceeds the statewide trends
- exhibited improvements in student success results
- created efficiencies that save both time and money for students and taxpayers
- broadened outreach to Kern county residents, particularly in rural Kern, including new demographics of students
- enlisted meaningful engagement throughout the community, connecting with business and industry leaders, other educational sectors, and community organizations
- positioned the college for increased relationships with funders, yielding even more increases and opportunities in categorical funding.

Fiscal Sustainability: Bakersfield College has also advanced its fiscal stability and efficiency in conjunction with compliance and regulatory responsibilities. Four years ago, BC was asked to increase its reserves. The graph shows an increase from 2.87% to 7.82% in the period spanning 2013-2014 to 2016-2017.



BC carries 64-65% of 50% law requirements⁴ for the district.

These compliance boundaries have mandated that Bakersfield College look outward to supplement income through additional categorical and grant-based funding. To this end, a growing proportion of BC's budget is now categorical and grant funds; a total of over 12 million dollars in 2016-17 alone.

Through focused planning and resource allocation BC has increased its access to students, improved its student success performance while being efficient and effective and exceeding performance as it relates to compliance obligations. **The state of Bakersfield College has never been stronger.**

The details of the work undertaken by the college is described in highlights from six areas of the college: Academic Affairs, Student Affairs, Distance Education, Administrative Services, Information Technology, and Professional Development.

⁴ Among the many regulations and statutes affecting the fiscal operation of California Community Colleges is one known as the "50% Law." This statute (Education Code §84362) requires "there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district's current expense of education." ([Link](#))

Section I: Strengths and Key Accomplishments

Academic Affairs

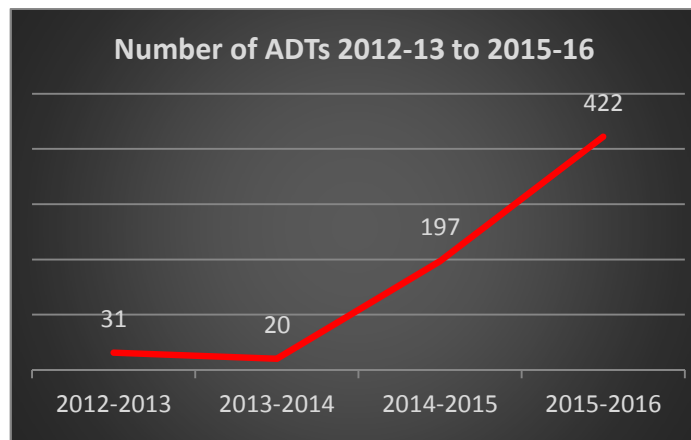
Bakersfield College has grown, particularly with the first-generation, direct from high school students. Concerns about transition, readiness, and education goal clarity have driven new initiatives to guarantee improved student success and progression while increasing efficiency and effectiveness. For the last two years, BC has stood out among most community colleges in California based upon several factors:

- Statewide enrollments have been trending downward while BC is on an upward trend.
- BC has decreased time spent in remedial education while increasing success in remedial sequences and gateway English and Math courses.
- Implementation and success of multiple measures has made BC not just a statewide but also national model.
- As a concomitant benefit, equity achievement gaps have been diminished.

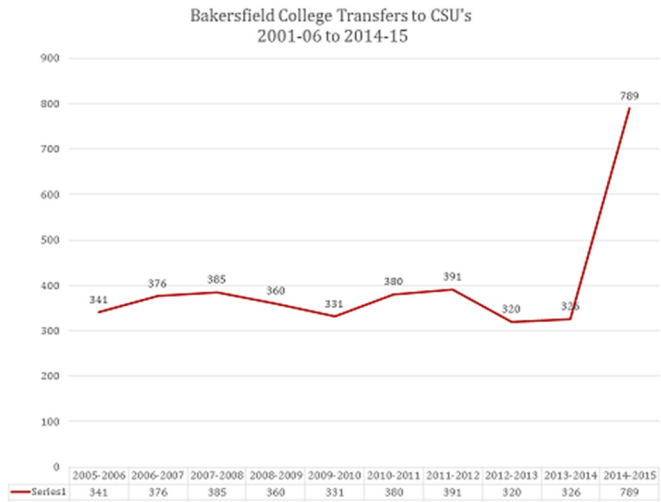
Guided Pathways, the framework of this work at BC, consists of four areas of focused efforts: 1) clarifying student pathways, 2) reforming students' transition to college, 3) creating supports to keep students on their selected academic path, and 4) assuring that students are learning skills, knowledge, and abilities to prepare them for employment or transfer.

Clarifying Pathways: Clarifying Student Pathways began in 2013 with collaborative work including student services, IT and instructional faculty building Degreeworks, the electronic education planning and tracking software in Banner. This work involved re-evaluation of more than 140 different majors and CTE pathways that had developed over time.

Many pathways were redesigned to ensure relevance to today's industry needs and alignment with transfer institutions' requirements.



The *clarifying pathways* work, particularly alignment of transfer degrees, has been significant. Associate Degree Transfers (ADTs) are valuable because the degrees carry legislated power (SB1440) to guarantee that the student can transfer with 60 credits to a CSU. BC began with just 3 ADTs in 2011 and saw the approval of the 24th unique ADT this year and received a statewide award for this significant increase. Additionally, BC has scaled up from 68 to 163 C-ID courses in the past 3 years which guarantee course to course articulation and transfer to any CSU or UC institution. The outcomes of BC's clarifying pathways efforts have paid off with increases in transfer degree awards and the largest jump in CSU transfers ever recorded.



	Associate Degrees for Transfer	Overall Awards ⁵	Transfers CSU, UC, Private Colleges ⁶	Overall outcomes, certificate, Degree or Transfer
2012-13	31	1822	1315	3137
2013-14	20	2040	1228	3268
2014-15	197	1967	1637	3604
2015-16	422	2263	Not available	Not available

Reforming Preparation Pathways to Transfer Level Courses: BC has utilized several innovative strategies to increase student success, reducing the time to completion for students and more effectively using resources. Curriculum reform, redesigned accelerated courses and a seamless, multiple measures approach for placing students in English and math courses have proven to be very successful. Historically 80-84% of students were placed into remedial coursework where success completing the remedial sequence was very low, few made it through the entire sequence to college-level courses. Data below shows the increased number of students placed into college-level Reading, English and Math.

Placement into College-Level Coursework				
	2013	2014	2015	2016
Reading	57%	59%	NA (technical issues)	68%
English	29%	31%	NA (technical issues)	54%
Math	3%	12%	NA (technical issues)	34%

⁵ CCCCO Datamart ([Link](#))

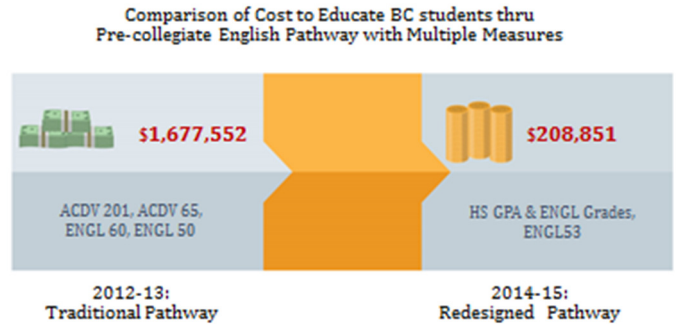
⁶ CCCCO Datamart ([Link](#)) and CSU transfer info ([Link](#)) and UC transfer info ([Link](#))

In addition to multiple measure placements, which ultimately places students at higher levels, the accelerated coursework, compared to traditional sequences, results in even greater success and completion. This translates to efficiency and savings for the student and the taxpayer.

TRADITIONAL VS ACCELERATED SUCCESS



SAVING STUDENTS TIME & MONEY

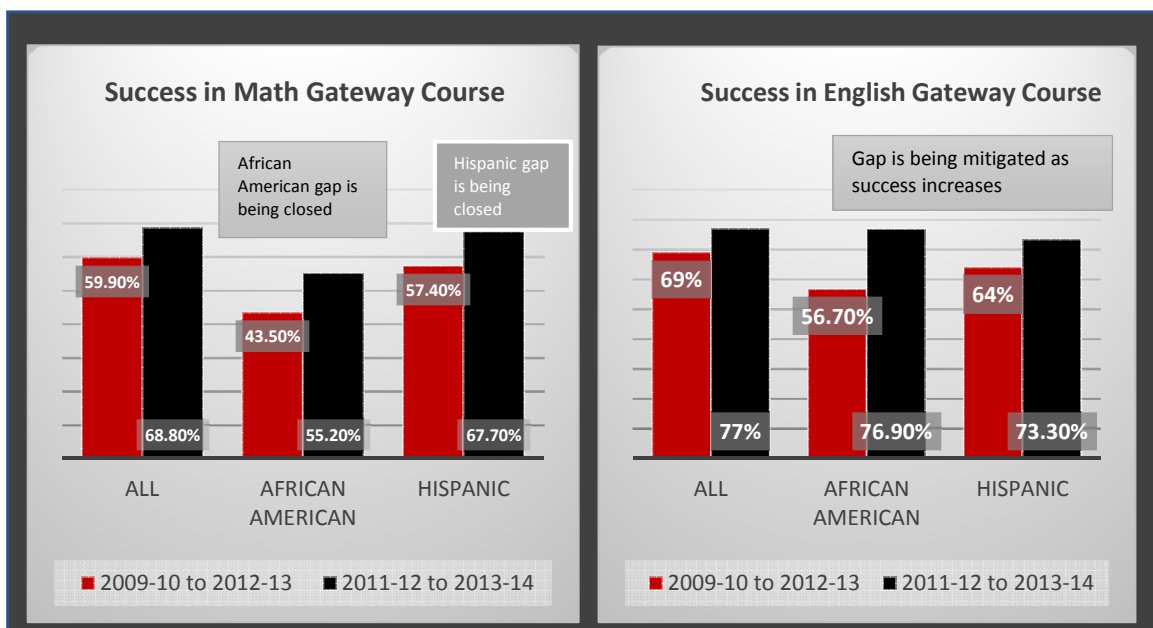


Creating Supports to Keep Students on their Path: Academic support programs are designed with the characteristics of BC’s current and potential students in mind -- primarily first generation and from low-income families.

BC has used grant funding to innovate academic support services:

- the student success lab, a self-paced computer-based practice lab
- supplemental instruction providing student-led study groups outside of class
- tutoring providing one-on-one peer tutoring
- writing center support providing specialists on focused writing guidance
- and the latest ‘Extended Classroom’ pilot program is directly tied to writing and math courses where faculty and peer tutors meet with students directly to work on assignments

Ultimately, this increased support and success results in more students completing the Gateway English and Math within a shorter period of time.



Assuring that students are learning skills, knowledge, and abilities to prepare them for employment or transfer

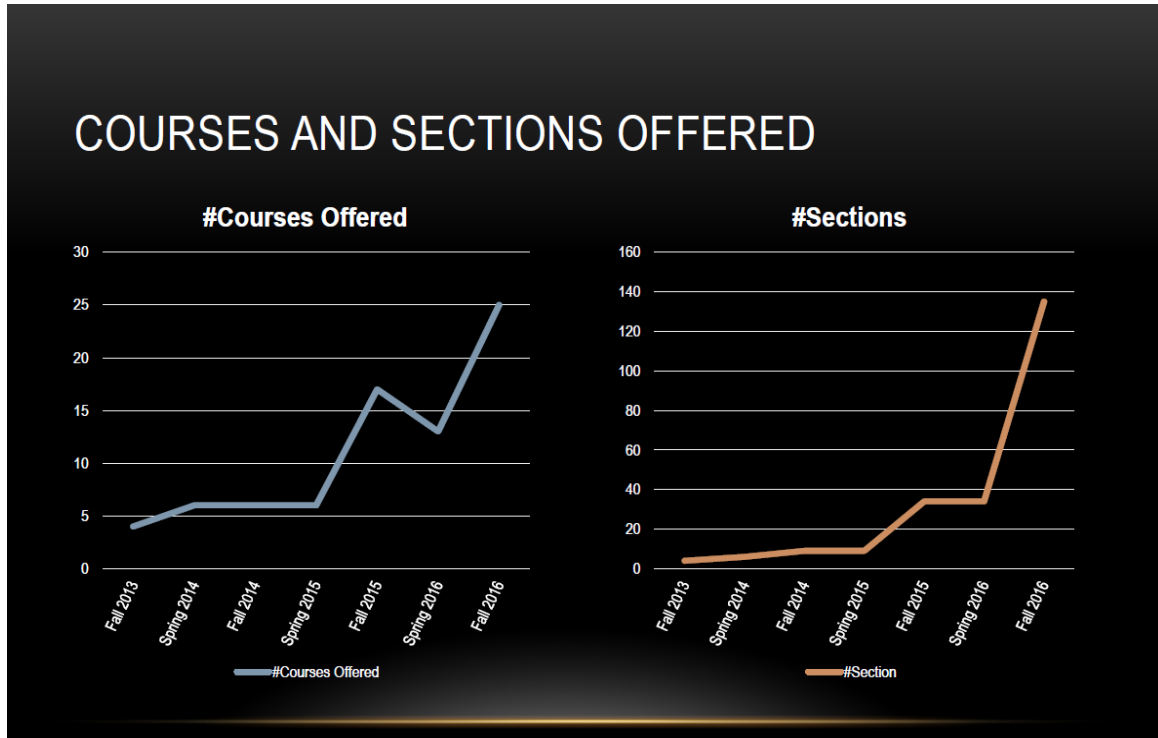
Bakersfield College has a system of reviewing relevant data to determine which programs to enhance, revitalize or develop. Factors in making decisions include program outcomes, core indicators, local, regional and state employment data and job market trends. The focus is on building and enhancing programs that will provide a sustainable living wage for program graduates. Examples of new programs include Commercial Music, Health Information Technology, Media Arts and the Paramedic Program, now offered for credit. Programs that are being enhanced or revitalized include: Electronics, Automotive Technology and Construction.

The ultimate purpose for Guided Pathways is to assure that students maximize the benefit from their education. Within the region, more than half of the students earning awards in radiologic technology, manufacturing, and EMS come from Bakersfield College; with an even higher percentage in architecture (71%), nutrition (75%), drafting (78%), and constructions crafts (89%). More than 40% of the skills-builders within the region who experienced a wage gain came from Bakersfield College, in architecture, drafting, fire technology, and nutrition. Nearly all CTE program areas exceed the college's average success rate of 66%. Some highlights in the data include the high course success rates found in the following areas: Nursing (89%); Health professions (89%); Human services (90% compared to 64% in the region); EMS (10 percentage points higher than the region's average).

Other Important Academic Affairs Initiatives: BC has committed to establish a 'college going culture' in Kern County. The Kern County educational attainment rates of 15 bachelor's degree per 100 population is less than half the average attainment for California which is 32 BA's per 100 population.

To this end, BC is collaborating with community partners to develop resources to address this major goal. Prime examples of effective strategies that have been implemented over the past three years are the summer programs for middle school students supported by industry partners, Chevron and the Wonderful Company. Project Lead The Way and Ag Camp are designed to encourage and develop interests in science, technology, engineering, and math and careers in agriculture. Projects like BC's ASTEP, an Umoja community, combines an academic focus that is culturally responsive to African American students with co-curricular activities and mentor support outside of the classroom.

The dual enrollment program partnerships with Kern High School and Delano High School Districts are designed to promote more Kern County students to enter college. Dual enrollment partnership with Kern High School District expanded to over 130 sections of college level courses in the academic year 2016-2017.



These collective, innovative approaches are necessary in order for Bakersfield College to significantly impact educational attainment rates in Kern County and improve the county’s economic future.

Partnerships, Rural Initiatives, and Philanthropy – Bakersfield College has cultivated partnerships, developed external resources and secured grants to support its academic programs and innovative initiatives. Bakersfield College has been responsive to the particular challenges of students living in small, rural communities and has increased resources over the past three years to meet their needs.

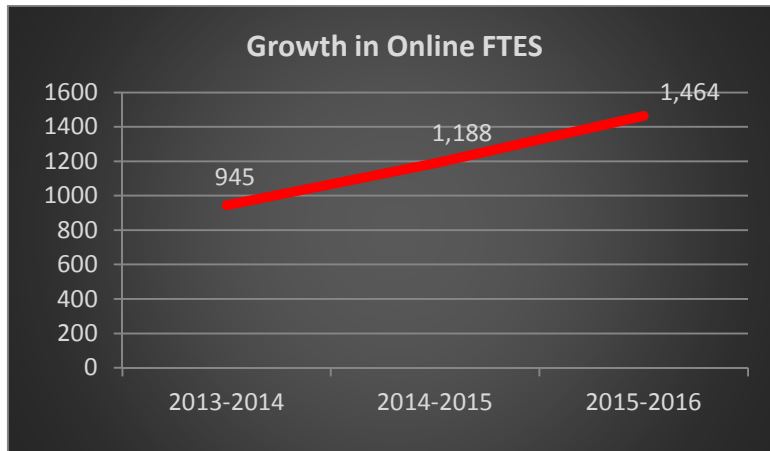
Here are a few examples of grants:

Grant	Funding
North Adult Education Block Grant (AEBG)	\$357,608
South Adult Education Block Grant (AEBG)	\$250,000
CCPT 1	1,000,000
CCPT 2	\$1,470,000
College Futures Dual Enrollment Grant	\$512,000
1+1 Game Changer in Arvin	\$400,000
Title 5	\$2,600,000
Strong Workforce	\$2,500,000
Student Success Services Program	\$4,231,081

Distance Education

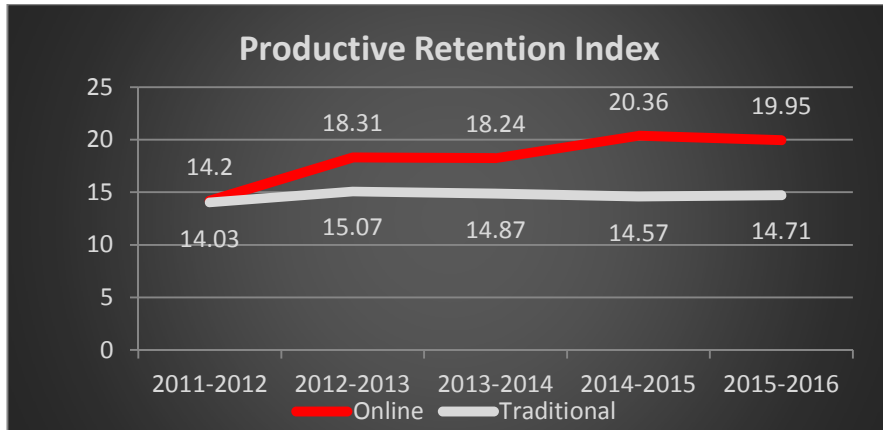
Distance education enrollment and performance at Bakersfield College is strong. Online enrollment at census for the 2015-2016 academic year was 13,722 (individual enrollments), representing 10.8% of the enrollments at Bakersfield College.

Over the period spanning the 2013-2014 to 2015-2016 academic years, Bakersfield College has experienced a 54.9% growth in the FTES represented by online students.

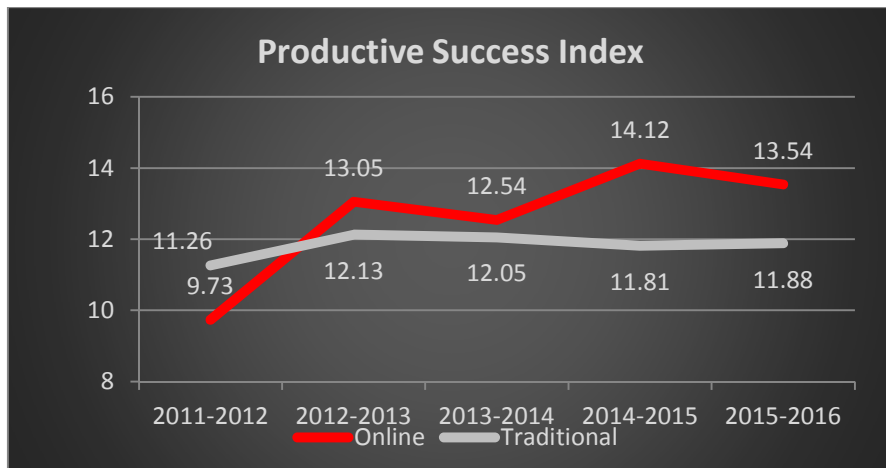


While the retention and success rates in online classes are not the same as face to face offerings, there has been improvement in both measures over the three year period from 2013 to 2016. The success rate for online students has increased from 53% to 54.5%, and the retention rate has increased from 77.1% to 80.3%.

In addition to enrollment, retention, and success, BC has developed a set of calculations that more accurately reveals the value of online offerings relative to other offerings. These calculations take into account the online classes' unique ability to flex in order to meet student demand, by combining productivity (FTES / FTEF) with success and retention. The resulting figure shows success and retention rates adjusted for class size, or put another way, the number of successful or retained students per FTEF. This number is a more descriptive figure than success, retention or productivity in isolation because it tells us how well we are meeting our goals as a college in each format. The following chart shows a comparison of the productive retention index for traditional face to face classes with the same analytic for online classes over a five year period.



While traditional offerings have remained relatively stable over this period, online courses have seen growth in productive retention. This has been the case with the productive success index:



For the three year period of 2014-2016, looking at Fall Semester data, BC shows an increase from 76.98% retention in 2014, to 80.36% in 2015, to 81.74% retention in the Fall 2016 semester in online classes. The 2015-2016 rate for traditional classes was 87%, so there is still room for improvement in this area. It should be noted that the improvement in our retention rates was accompanied by significant increases in our census enrollment, from 4089 in Fall of 2014, to 5662 in Fall of 2015, to 6385 in the Fall of 2016. That is a 56.15% increase from 2014 to 2016. We expect that 2016-2017 data will reflect further improvements in both productive retention and productive success.

At Bakersfield College, our online offerings are not a separate entity, but rather an integral part of making high quality courses available to a greater number of students as part of a complete set of educational options. In fact, data shows that students who take “some online courses” (1 to 32.9% of their total units) are twice as likely to complete a degree or transfer.

Student Services

Improvements in student services have benefitted Bakersfield College operations in many ways. Greater integration of student services and instruction has increased student completion and achievement, and has also served as the foundation for our greater pathways work. Operationally, grant awards based upon student services have increased. For example, the Student Services Support Program (SSSP) grant, which provides funding for matriculation services, increased by 22% from \$3,473,756 to \$4,231,081⁷ from 2015-16 to 2016-17. This additional funding is the direct result of increased student service outcomes, more students being reached and more effective student guidance.

The Counseling, SSSP, Equity, Outreach, and School Relations departments work with more than 41 service-area high schools in Kern County, including the Kern High School District, Wasco Union High School District, Delano Union School District, and the McFarland Union School District. Because of these strong partnerships with the high schools, the college has seen an improvement in both the quality and quantity of students who are fully matriculated prior to the start of their first academic year.

2015 – 2016 High School Visits

Workshop	# Workshops	# Students Served
Step 1 – Application	34	1502
Step 2 – Orientation	44	1784
Step 3 – Assessment	59	2390
Step 3 – Assessment (non-primary)	34	744
Step 4- NSW & ASEP	81	2114
Step 5 – Registration	13	0
Totals:	265	8534

In conjunction with the BC’s Guided Pathways framework, the counseling department has greatly increased the number of students completing student education plan (SEPs). Students with SEPs are 2.5 times more likely to complete college with an award or transfer than those without⁸ an SEP.

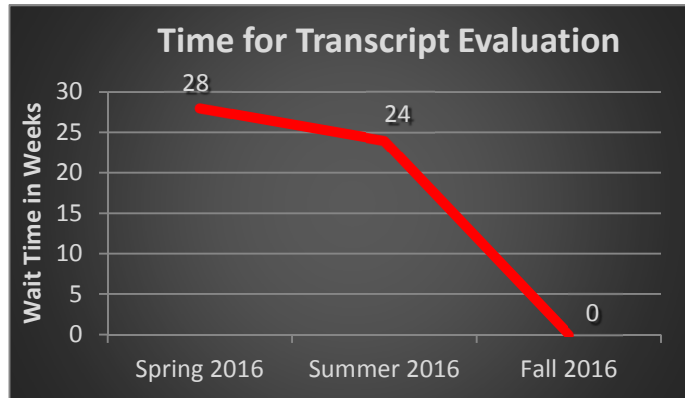
Below are a few highlights of last year’s student service initiatives producing institutional results that enable student success and decrease institutional barriers.

⁷ Funding is determined by student services specifically provided for Orientation, Assessment, Student Education Planning (SEP) and Counseling.

⁸ KCCD Institutional Research – Elements of Student Success – March 20, 2016 ([link](#))

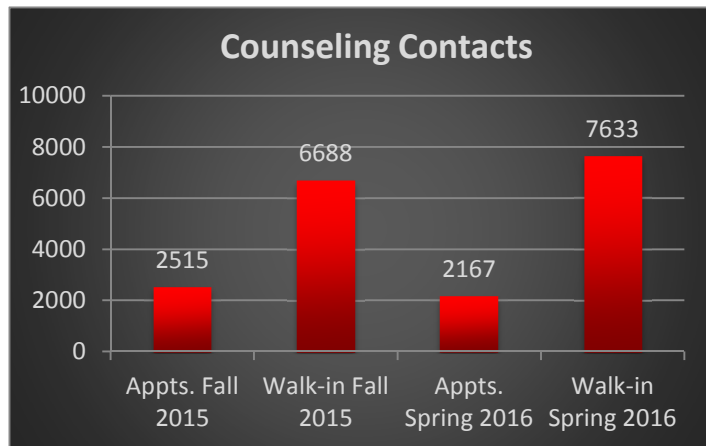
Admissions and Records

Reduced time for Transcript Evaluation - Transcript evaluation times were reduced impacting students for education planning, pre-requisite processing, transferring, and graduation.



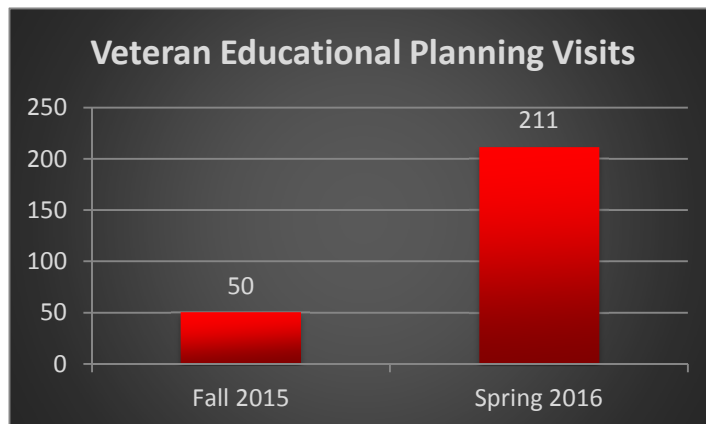
Counseling

Counseling contacts were increased as a result of improved access to Counselors and Educational Advisors representing a total of over 19,003 student contacts in 2015-16.



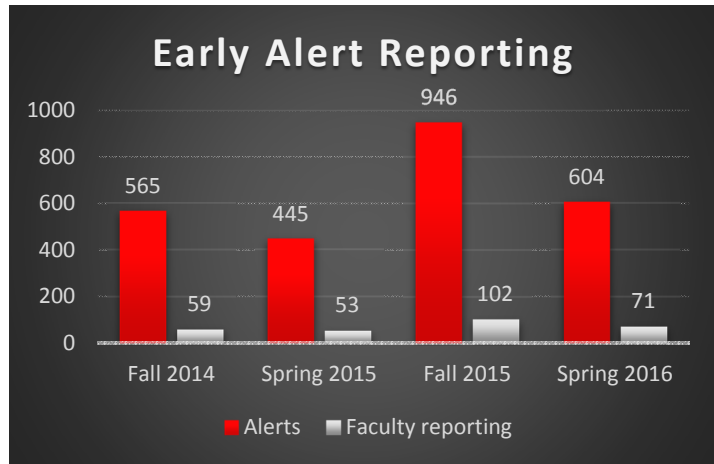
Veterans

Veteran-focused Campus Activities: BC has seen a growth of student veterans completing their Educational Plan. See graph.



Early Alert

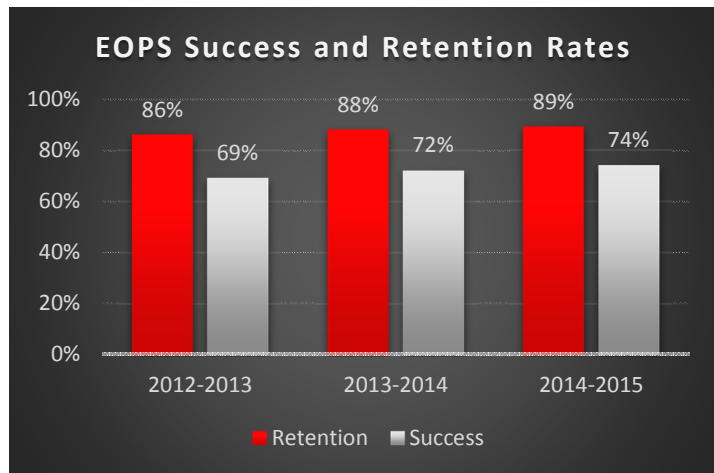
A web-based Early Alert program using a connected software platform enables timely notifications to be sent to support services, such as counseling or tutoring.



EOPS

Extended Opportunity Program and Services

The primary goal of EOPS is to increase success, retention and outcomes for students with language, social, economic or educational disadvantages; provides additional funding, accountability and support services to students. Funding for up to 2000 students is expected for 2015-16, up from 714 students in 2012-13.



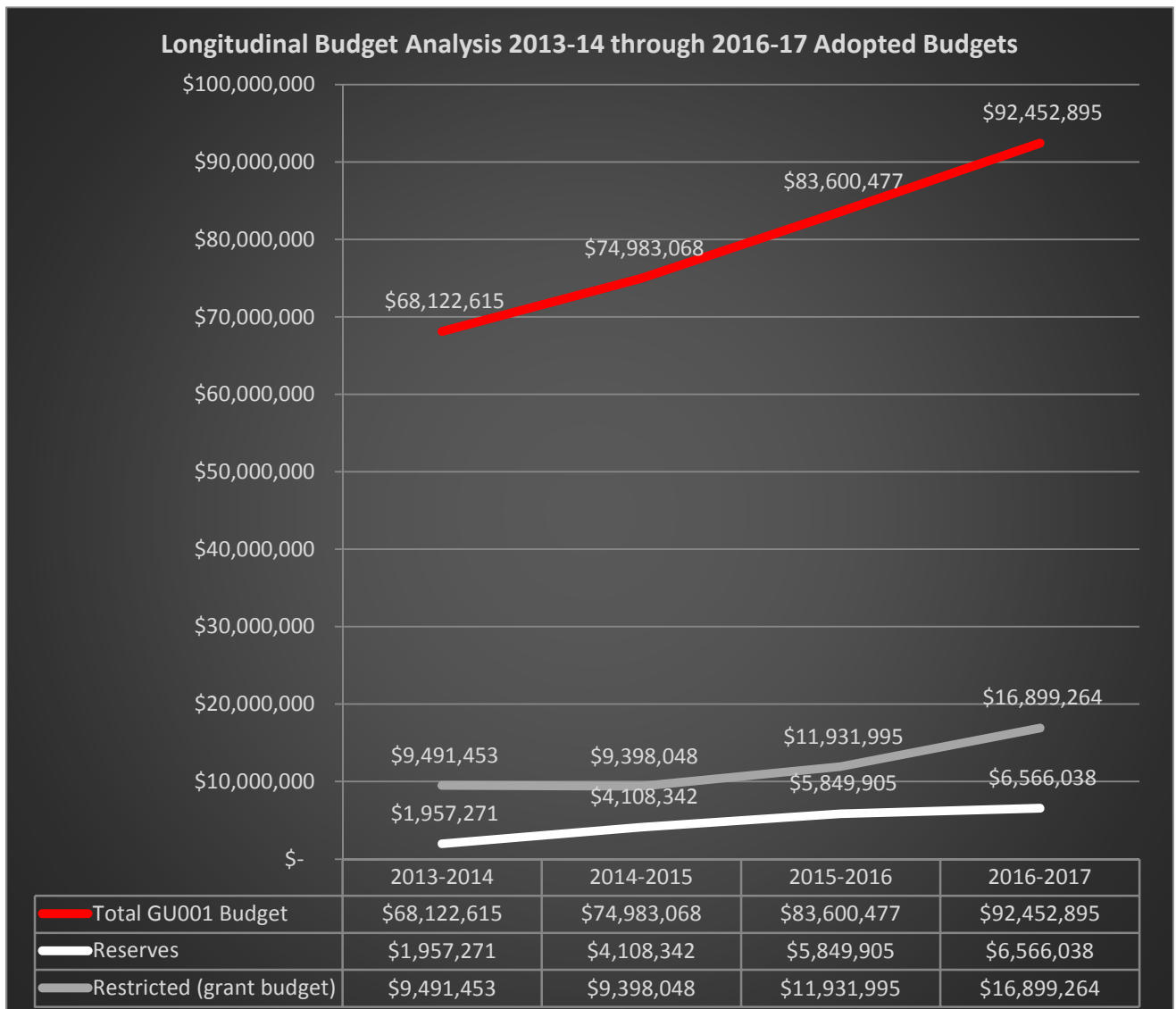
BCRenegades Mobile App

The mobile app enables students to receive campus announcements, news, notifications for important academic deadlines, and set reminders for events.

Since February 2016, there were 3,698 unique downloads of the mobile app and used a minimum of 11,786 times. More information available at <https://www.bakersfieldcollege.edu/mobile>.

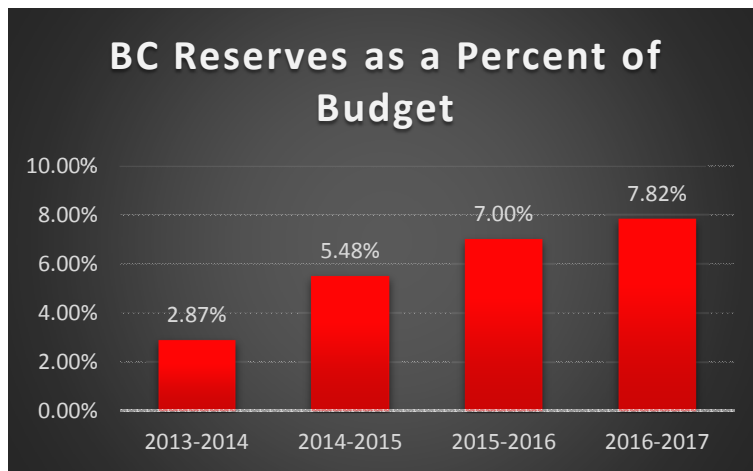
Financial and Administrative Services

The Bakersfield College Budget portfolio has never been more diverse, or stronger than it is this year. The last four years has seen an increase in General Fund allocations as well as state and federal grant funding. Bakersfield College’s work on improving student progression and completion rates has gained statewide recognition and has produced a situation where funders are approaching the college and offering additional resources to help promote the work statewide.



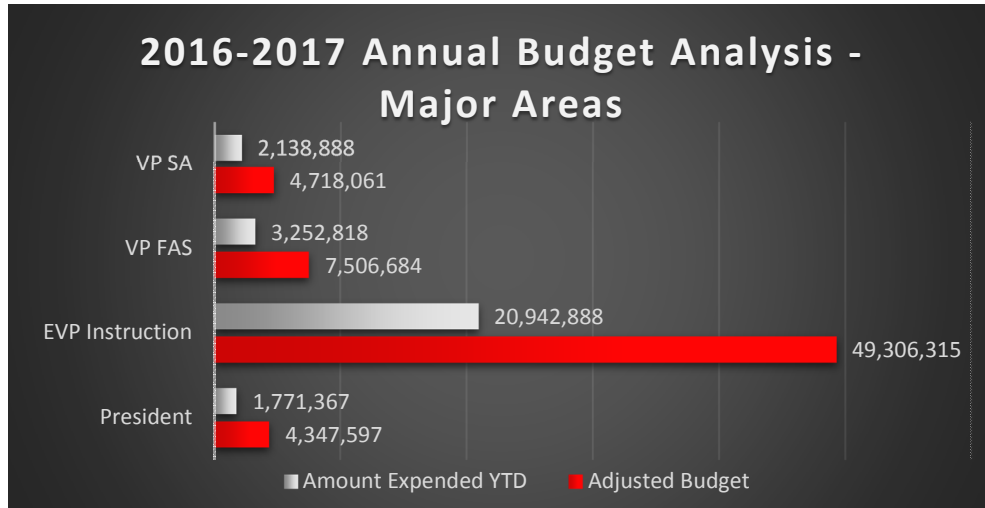
The data below details the changes in total Unrestricted Budget, Reserves and Restricted (Grant) Funding and the percent change in each. This fiscal year 2016-17, Bakersfield College is operating with a general fund adopted budget of approximately \$92.5 million; this equates to approximately 10.6% growth compared to 2015-16. BC's adopted budget includes approximately \$16.9 million in state and federal grant dollars; this is a 41.63% increase compared to last year.

Bakersfield College has continued its focus on increasing college reserves. **BC's reserves in 2016-2017 is at 7.82% which far exceeds the Board Policy 3A1A6 requirement of 3%.**



The adopted budget table shows a positive growth trend over the past three years. The reserves indicate a continual compliance to board policy.

At the time of this report Bakersfield College's 2017 academic year is at its mid-way point (50% of the fiscal year). The chart indicates the percentage of the budget expended for each major department over the first six months of the fiscal year. As indicated in the charts, each department's YTD expenses are below the 50% which is in line with fiscal year operation. This is an indicator that the various departments are beginning the 2016-17 fiscal year efficiently managing and controlling their budgets.



Facilities, Maintenance and Operations:

Measure J passed! The college is working with the District Office in developing project plans.

The college has made significant headway in catching up on deferred maintenance using the \$1.8 million one-time funding in the Governor’s 2015-2016 budget plus the \$1.2 million in scheduled maintenance and repair funds. These additional funds have allowed BC to address major priorities in the program review projects; some of these projects are noted in the table below.

Site & Project Name	Department	Estimated Budget
Veterans Room Relocation Project	Student Services	\$20,000.00
Campus Wide Security Camera Project	Public Safety	\$520,000.00
DSPS Relocation Project	DSPS	\$85,000.00
Track Replacement (or Re-surfacing)	Athletics	\$300,000.00
Library Carpet Replacement Project	Humanities	\$220,000.00
Campus Wide Bollard Installation	M&O	\$25,000.00
Fine Arts Parking Replacement Project	Fine Arts	\$200,000.00
Planetarium Computer Upgrade Project	Science & Eng.	\$300,000.00
Campus Wide Way Finding Signage	Scheduled Maint.	\$431,700.00
Campus Wide Sidewalk Repair	Scheduled Maint.	\$250,000.00
Install Handicap Door Entry for Buildings	Scheduled Maint.	\$175,000.00

Other major project completions of the past year include (see table below):

Major Projects Completed 2015-16

- Adaptive Fitness Center Remodel
- Roofing Repairs on Humanities & Science/Engineering Building
- Construction of STEM Success Center
- Practice football field refurbishment
- Practice Football Field Lighting Project
- Campus Wide Path of Travel Project
- Exterior Way Finding Signage Project
- Track Resurfacing
- Classroom Remodel & Upgrades (B5, FA8, SE46, LA116 & LA113)
- New security Fencing added to Baseball Facility
- Upgrades to Assessment Center to bring into compliance
- Addition of Air Conditioning to Gym
- Roofing repair & replacement for Math/Science Building & FACE Building
- Science/Engineering rooms 26 & 27 ADA upgrades
- Construction of New M&O Building
- Construction of Swing Space
- Upgrades to door hardware
- Exterior lighting replacement project
- Fire Alarm Repair for code compliance
- New Service Windows installed at Admissions & Records
- Replacement of Library Carpet
- Addition of mulch to campus planters
- Campus wide dead tree removal & replacement

Auxiliary Food Services: Food Services has increased its revenue and is providing a healthier set of choices for students and employees.

Public Safety: Public Safety is a well-respected operation at the College. The responsibility of the officers include but are not limited to:

- Provide security services for the college community protecting life, property and maintaining a safe learning and working environment
- Respond to all emergencies on campus as first responders
- Investigate crimes/incidents, make arrests when necessary
- Respond to medical aid calls and perform basic first aid until emergency services arrive
- Perform escort services, provide jump starts to vehicles, assist students, staff and visitors on campus, provide safety training campus wide.
- Maintain Clery Act and VAWA statistics. Provide Clery Act, VAWA Act and Title IX information at new student orientations.

Clery Act Statistical Information:

Bakersfield College (Main Campus)							
	2009	2010	2011	2012	2013	2014	2015
Murder	0	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0
Sexual Offense (Force)	0	0	0	0	0	0	0

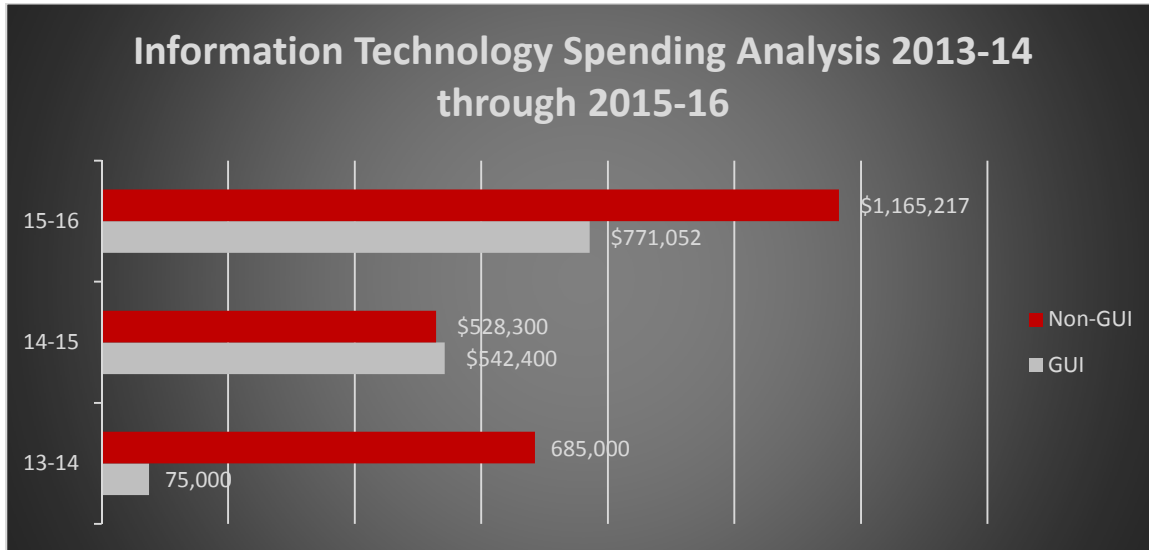
Sexual Assault (Non-Force)	0	0	0	0	0	0	0
Robbery	0	1	0	1	1	0	0
Aggravated Assault	0	1	0	1	0	1	1
Burglary	8	9	0	14	5	1	6
Motor Vehicle Theft	13	11	0	9	7	2	3
Arson	0	0	0	0	0	0	1
Domestic Violence	N/A	N/A	N/A	N/A	0	1	1
Dating Violence	N/A	N/A	N/A	N/A	0	1	0
Stalking	N/A	N/A	N/A	N/A	0	1	2

Events Development and Community Relations: The college has significantly expanded the events on campus through the rental of facilities with the goal of deepening Community Relations as well as generating revenue. Here is a list of events over the last year.

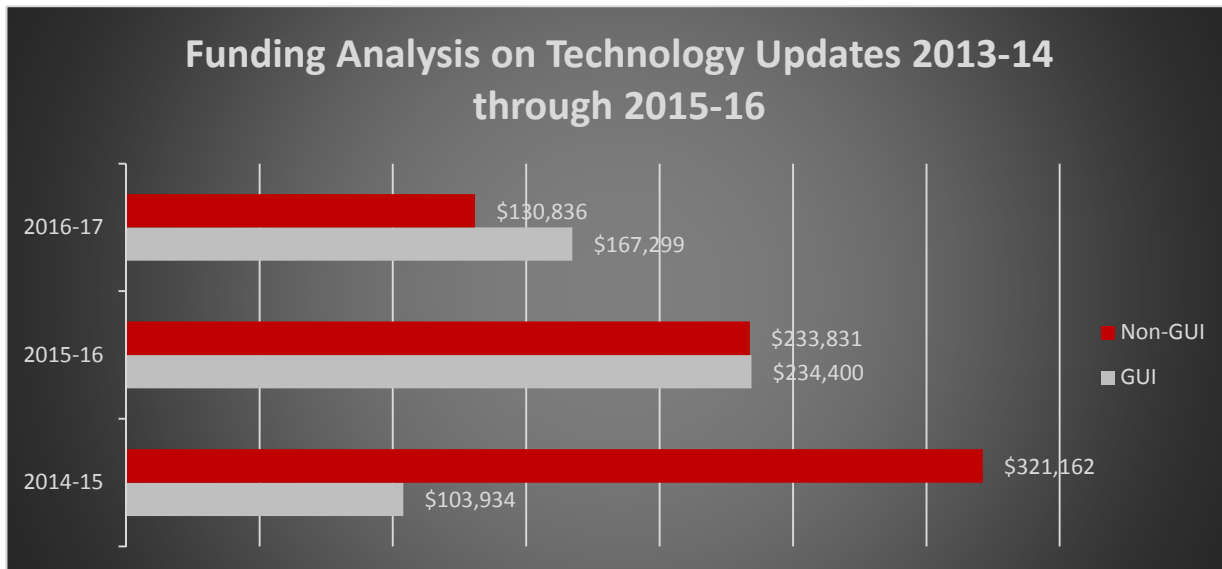
- Kaplan University
- Happy Recyclers – in parking lot of Haley Street for local community neighbors
- Engineering Day
- South Rotary Visit
- Bakersfield Symphony – two visits
- LaCrae Concert in Outdoor Theater 1600 sold out
- Rotary District conference – 250 members from throughout District
- Physics Olympics – 800 students
- Ag Safe Seminar – 150 farmers
- Three HS graduations at Memorial Stadium – 6,000+ at each event
- SAT Testing – 10 months averaging 200 students each month
- Drum Corp International – 8 bands and 2,000 spectators in Memorial Stadium
- North of River Summer Children’s Play – Indoor Theater 5 performances
- Bakersfield Chamber of Commerce Vision of the Valley – 400 in Indoor Theater
- Veteran’s Project with Library of Congress & Congressman McCarthy – Studio and Trustees Room in Library
- National Night Out – 4,000 guests-partnership with Bakersfield Police Department
- Two International Soccer matches at Memorial Stadium – 7,000 and 9,000 spectators
- Solar Energy Academy – Summer 2016
- AERA Stem Dedication
- Asian Citrus Workshop – 100 people
- Big Red Dinner – Homecoming at Bakersfield College-300+ people
- Shakespeare Festival – two weekends
- American Kennel Club Dog Obedience Trails
- Rosedale Middle Schools Leadership Conference
- Pinning Ceremony for BC Nursing Department
- Bakersfield Marathon
- Future Farmers of America –Speech contests – 2 weeks
- Meet and Greet with Mayor Candidates
- Independent City – Department of Human Services
- Health Fair
- VetFest with guests from the Community and presentation of Vets golf cart
- McFarland USA screening for Delano/Bakersfield students
- Condors Winterfest at Memorial Stadium – Dec 23 through Jan 7, 2017

Information Technology

In the Academic year 2015-2016 the college spent \$2 Million on technology projects with well over 50% being from non-general fund sources.



For 2016-17 the college has spent so far about \$275k with almost half being non-general fund. With the bond measure passing there will be an increase in funding for technology infrastructure over the next 20 years. The highest priority is to expand the wireless coverage.

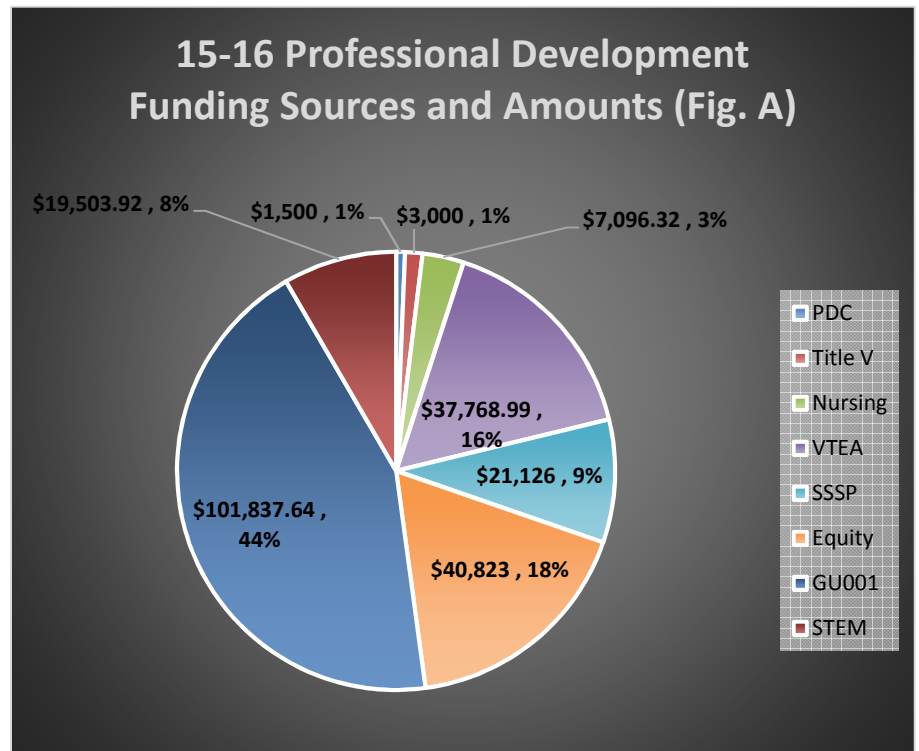


Technology Accomplishments (last 12-18 months): Improved wireless access in Language Arts and Student Services; Working with IT Management Team to develop a governance process for technology projects (in-progress); Improved Program Review Technology Request process and Technology Committee prioritization process (ISIT); Rolled out new Instant Message platform; Installed an additional 100 IP telephones on campus; Brought the technology for the new AERA-STEM building online; Built a new computer lab in FA-8; Built a new computer lab in B-5; Built a new industrial automation lab in MS-46; Upgraded radiology equipment in the Allied Health radiology classroom; Implemented new asset management tool for keeping track of technology assets; Implemented pay-for-print on the Delano campus; Installed/upgraded over 30 new projectors on campus; Supported multiple events with streaming and video technology (Opening Day, Closing Day, Graduation, Conferences, etc.); Upgraded L-149 Distance Ed video conferencing equipment; Replaced over 300 computers in labs and for employees over the Summer 2016 break; Provided a parallel network in the stadium for hosting the Condors Winterfest event; Developed an Active Shooter strategy with department staff including using a social media tool for checking in.

Professional Development

The BC Professional Development Plan was submitted to the State Chancellor’s office in April 2016. In November 2016, BC was awarded a \$50,000 IEPI Leadership Development Grant to be implemented in spring 2017.

BC spent approximately \$232,654 on professional development activities in 2015-2016; most of this funding came from various grants.



Section II: Challenges, Threats, Areas of Weaknesses

In reviewing the challenges identified in the 2013, 2014 and 2015 State of the College Reports submitted to the Chancellor and the Board to Trustees, it appears that four issues have been consistently identified as challenges:

- Seriously declining facilities and infrastructure
- Technology that is behind the curve
- Structured systems and processes that discourage innovation
- Processes that are not timely and affect efficiency

With the passage of Measure J, the first item will be significantly addressed and with the hiring of the Chief Information Officer, the college is optimistic that the second issue will be addressed.

Areas that still need improvement:

Confusion on the roles and responsibilities at the college level and the district level: The district provides services in four primary areas: Finance, Facilities, Educational Services, and Human Resources. For the most part, the two areas of Finance and Facilities work well but this is not the case with Educational Services and Human Resources.

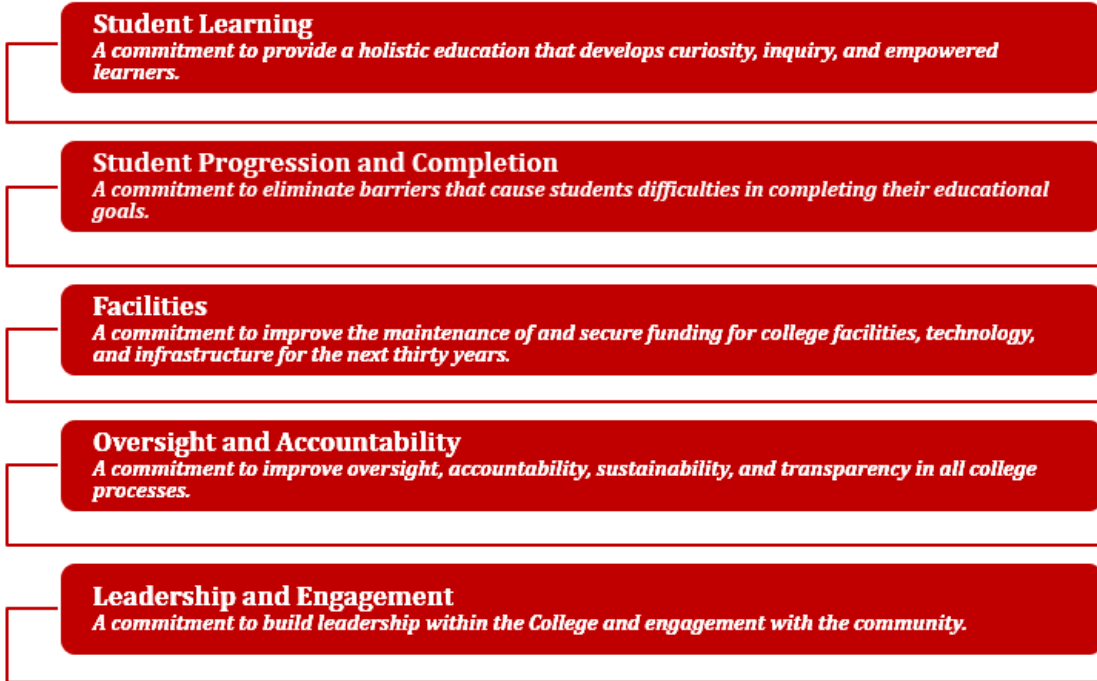
In Educational Services the role of district personnel in coordinating and supporting grant development appears to cross over to the actual implementation and management of the grants at the college level. In Human Resources, the fundamental structure needs to be revisited to promote efficiency and effectiveness. Further job descriptions and compensations for management positions need to reflect the scope of authority and responsibility that is appropriate for each of the positions at each of the colleges. This is also an important factor in recruitment and retention of quality management personnel. A “one size fits all” approach, across the district, is not equitable or appropriate in a district with such a great diversity among the colleges in size and location.

Finally, the existing bureaucracy with its levels of approval does not facilitate timely processing of work. This appears to be a systems and communications issue as well as lack of clarity on authority and responsibility. What is the role of the district service functions and what is the role of the administrative structure of the college in making decisions?

Structured systems and processes that discourage innovation: In a world of constant change in technology, industry, ideas and culture, education cannot be a place of reluctant change. We must commit to creating structures and systems that don’t just support innovation but demand it, and we must reframe our thinking so that status quo is never our benchmark, so that we are continuously innovating to improve our performance. Our systems and structures must be redefined to create a place that encourages innovative thinking.

Section III: Opportunities and Institutional Priorities

Bakersfield College’s priorities are its five Strategic Directions



Approved by Academic Senate, March 25, 2015
Approved by College Council, April 2, 2015

Here are the opportunities organized under the two of the five strategic directions of the college

Strategic Direction	Opportunity
#2. Student Progression and Completion	<ol style="list-style-type: none"> 1. Expand the Renegade Promise pilot to a permanent structure locally 2. Expand dual enrollment and structure guided pathways from high school to college 3. Expand the inmate education program 4. Create the “completion coaching communities” model at BC.
#3. Facilities	<ol style="list-style-type: none"> 1. Accept the property presented to KCCD from the Arvin City Council. Build a small BC facility across from the high school. Co-locating a college campus with a high school is a proven strategy to advancing educational attainment in rural communities. 2. Build the Veterans Resource Center to support our student veterans