

Data Coaches took time to analyze the historical change in the summits BC was presenting over the last 4 years. The summary of changes as reported by the data coaches and integrated for reporting evidences building upon concepts that eventually led to the focus on Guided Pathways and Leadership. The foundation of our professional development at BC has been data & data driven practices. The professional development committee began developing a plan. Our approach towards professional development has changed significantly over the past 4 or 5 years from an institution that defined “professional development” as primarily a singular act to an institutional act. The emphasis was on the development of each faculty and management. BC now seriously include staff and have shifted toward institutional development. We still work to engage each person and their specific professional goals, but our institution now moves towards collective sharing and understanding of key issues.

Beginning with Point of Origin: Fall 2013 and Point of Origin: Spring 2014, BC displayed its dedication to evidence-based practices. Our reliance on data is key to the decisions we make and the measures we take to impact student success and completion. The 2014 Institutional Learning Outcomes conference demonstrated once again BC’s commitment to transparent, data-driven progress and evidence-based practices. Each summit grew progressively larger and more in-depth from these starting points.

The 2014 Equity Summit, as well as 2015’s Equity in Action conference, demonstrated BC’s commitment to all of our students. These summits also allowed us to demonstrate our comprehensive planning process, informed by statewide and nationwide data. Equity in Action built on the 2014 Equity Summit and integrated deliberate engagement into the conversations generated there.

The 2014 Kern Agriculture Summit brought BC out into the community by bringing high-level speakers to campus to discuss the importance and strength of agriculture in Kern County and California as a whole. The 2015 Sustainability: Building an Institution for the Future Generations summit accomplished something similar, and highlighted BC’s commitment to its students and the larger community. Again, one can see the reliance on research to inform these events and the topics discussed therein.

Likewise, An Evening with Michael Wesch and the 2015 BC Conference on Learning Technologies both functioned to highlight BC’s shared understanding of both the challenges of technological proliferation, and its usefulness in an educational setting. Again, this is another area in which we can argue that BC’s focus on evidence-based practices is demonstrably clear.

Finally, Redesigning Community Colleges and the upcoming Leadership Matters Summit bring together everything BC has endeavored to accomplish over the past several years. Relying on data from across the district, state, and nation, BC has made an intentional decision to embark on a transformation of both the student experience and the experience of leadership on campus. BC’s dedication to the community and its students is clear in its continual efforts to grow and improve. Offering large scale summits that are open to members of other colleges and the larger community is one way in which BC demonstrates its dedication to higher educational exceptionalism.

Specifically, The Leadership Matters conference has become more than another way to imagine better education and success. Bakersfield College is moving into an entire shift by on-going discussions engaging the entire campus to in-depth discussion specifically targeting leadership. This movement is neither top down nor grass roots; rather it is a collective approach that relies much more on each individual understanding their role and abilities to enact that role. This approach is a far different and

perhaps a next generation move from the normal conference settings and outcomes which tend to dissipate about two weeks after the conference is finished.

Our initial conferences, while institutionally driven, could still be seen as meeting individual needs; such as “How can I help within my specific area?” The conferences began with discussion of data and how to understand it from a personal need. The conferences did not work to help each person understand how to work within the entire institution. We were still operating within our own silos. As the conferences became more integrated with other campuses we have enlarged our understanding Guided Pathways, but we were not really moving beyond individual interpretations. Our conferences have moved from barely being interactive with constant posts to our latest iterations of professional development which are integrated with multiple attendees and methods of involvement.

Our current approach is far different. We are involving the entire campus by beginning the opening with 2 days of discussions. But these discussions have now been folded into a leadership grant which continues the conversation with various leaders from across all campus committees to interact in ways that forces all people to examine the issue of Guided Pathways far beyond their initial understanding. At one recent conference, for example, I was allowed-or forced—to focus on how other people were viewing the issue of pathways. I had never considered the perspective of some students until I heard from those who work with particular population groups. I was now involved in attempting to come to possible decisions which included my involvement with my committee. If I can begin to see how one committee can become an integral part of solving this issue, then I am now longer just concerned with how I interact with students inside my class.

Professional development is building towards the larger discussion of guided pathways. It appears that the next phase of PD will focus on teach & learning, leadership, and connectedness between campus partners. BC has evolved to dealing with issues of increasing complexity. From a beginning focusing on data and information to formulate desired student outcomes, to a current focus on organization-wide structure and leadership/culture to support desired strategies to accomplish these outcomes.