



Bakersfield College State of the College 2017-2018

Dr. Sonya Christian, President
December 2017

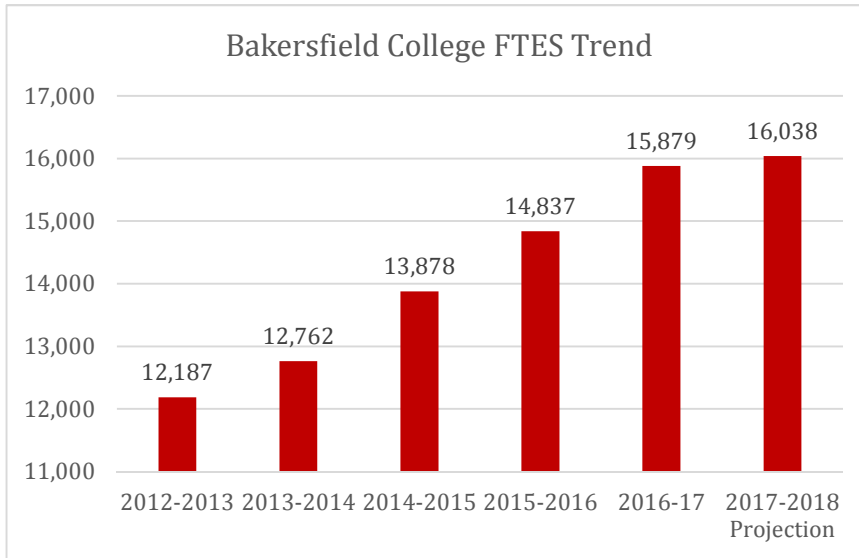
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**BAKERSFIELD
COLLEGE**

Introduction

Bakersfield College (BC) continues its strong growth and leadership among community colleges in the state, particularly in its implementation of guided pathways. The annual 2016-17 headcount was 31,292¹ producing 15,879 Full-time Equivalent Students (FTES), a 7% increase relative compared to 2015-16.² Early indications from fall 2017 enrollments indicate that more growth is projected for 2017-18.



In addition to growth in traditional first-time students, the College has greatly expanded its inmate scholar and dual enrollment programs and these programs have been an important source of growth over the past two years. 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.

BC's work over the past three years has:

- Resulted in FTES growth in an environment where the overall state FTES was actually 1.2% lower in 2016-2017 than it was in 2015-2016
- Improved early student momentum metrics, with over 50% more students completing transfer-level English and math within their first year
- Broadened outreach, particularly in rural Kern County, including new demographics of students
- Connected us with business and industry leaders, other educational sectors, and community organizations
- Positioned the college as a statewide leader in the guided pathways movement, increasing opportunities with funders for further increases in categorical funding

BC has also strengthened its fiscal stability and efficiency in conjunction with compliance and regulatory responsibilities. Five years ago, BC was asked to increase its reserves. It has not only increased College reserves but was also the sole contributor in some years and the primary contributor in other years to the district reserves. Reserves increased from 2.5% of the published adopted budget in 2013-2104 to 7.0% in 2017-2018. With regards to the 50% law, BC is at a strong 64% which again helps the district as a whole.

Fiscal Period	2013-14	2014-15	2015-16	2016-17	2017-18
Total GU001 Budget (Published Adopted)	68,122,615	74,983,068	83,600,477	92,452,895	102,220,602
Reserve Percent of GU001 Budget	2.87%	5.48%	7.00%	6.95%	8.72%

The College's finances, academics, and leadership are strong.

The state of Bakersfield College is strong!

¹ CCCCC Datamart ([Link](#))

² *Closing the Loop 2017*

Academic Affairs

To advance the five college goals, Academic Affairs been focused on the four pillars of Guided Pathway, particularly on Pillar #1, Clarify the path. A significant piece of work has been organizing our 64 Associate degree and 73 certificate programs into nine metamajors (plus an exploratory option).

Metamajors

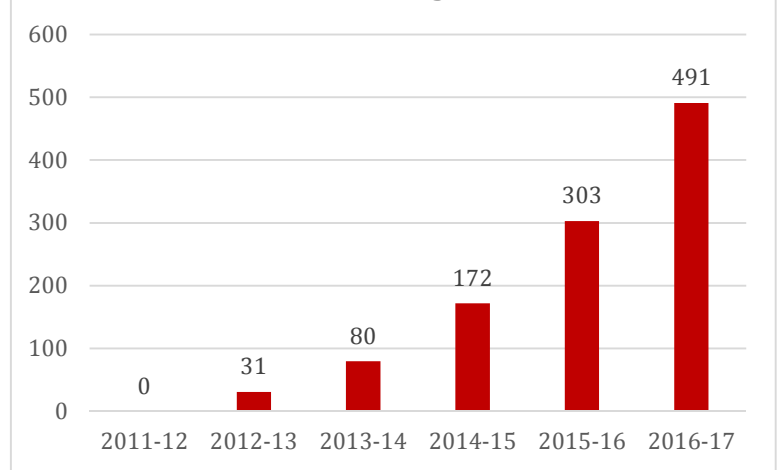
In the *State of the College 2016-2017* several opportunities were noted including the creation of **completion coaching communities** at BC. Completion coaching communities are diverse teams that are organized around BC's ten metamajors³ in order to provide support and guidance to students who are seeking to complete a program of study. These teams were organized in the summer and launched in fall 2017. The Office of Institutional Effectiveness trained a cadre of data coaches and supplied them with data on the students in their metamajor, enabling the teams to target communication, interventions, and support designed to increase the proportion of students attempting at least 15 units in their first term and completing transfer-level English and math in their first year.⁴

College Goals

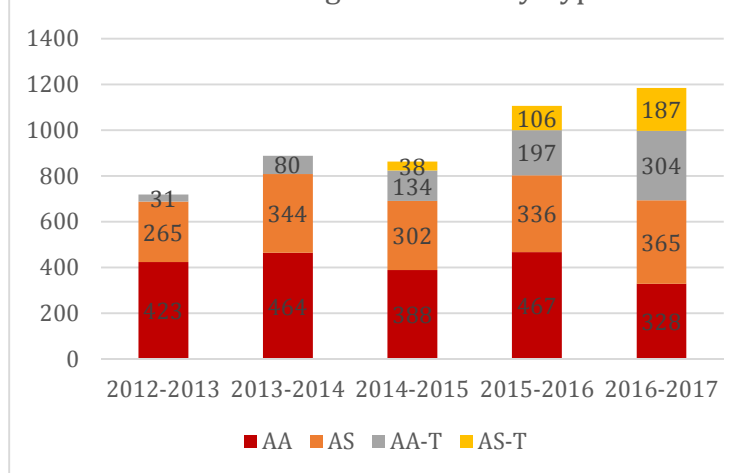
Increase the number of students who:

1. Attempt 15 credits in their first term
2. Complete transfer-level English and math in the first year
3. Complete 9 core pathway credits
4. Attempt 30 credits in the first year
5. Complete 60 credits in two years

Growth in Associate Degrees for Transfer



Associate Degree Awards by Type



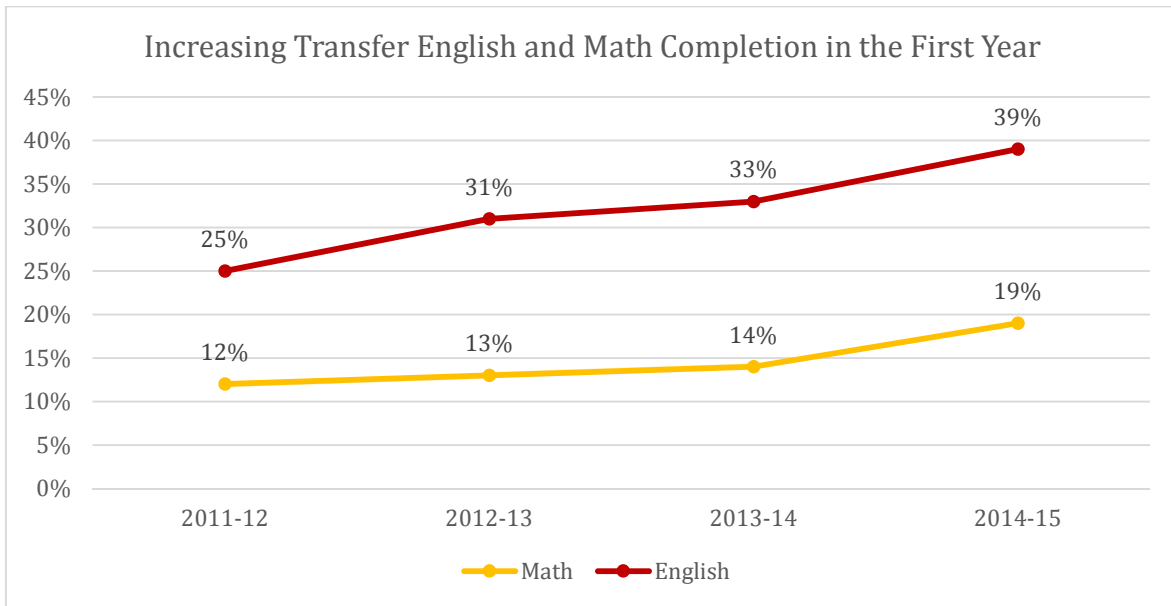
Clarifying pathways, particularly of transfer pathways, has yielded significant results.

Associate Degree Transfers (ADTs) are valuable because the degrees carry legislated power (SB1440) to ensure that the student can transfer with 60 credits to a CSU. BC work scaling up its ADT programs and C-ID courses has paid off with strong increases in transfer degree awards.

³ BC's ten metamajors are: Agriculture, Nutrition, & Culinary Arts; Arts, Humanities & Communication; Business; Education; Health Sciences; Industrial & Transportation Technology; Personal & Career Exploration; Public Safety, Social & Behavioral Sciences; and Science, Technology, Engineering & Math

⁴ Other early momentum points include attempting 30 units and completing 9 core pathway units in the first year.

BC has utilized curriculum reform and a strong multiple measures approach for placing students in English and math courses which has increased the proportion of students who complete transfer-level English and math.⁵

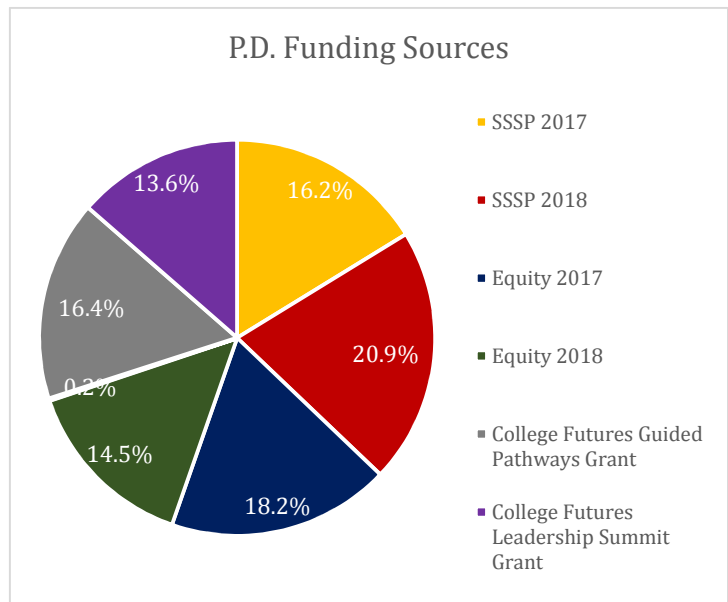


Professional Development:

Professional Development at Bakersfield College is an integral part of the advancement of the learning environment. It provides an ongoing vehicle for the lifelong learning of all Bakersfield College employees, enhancing our ability to serve our students. In 2017, Professional Development was funded by \$149,064.00 in categorical dollars:

The Professional Development work at Bakersfield College can be subdivided into four categories:

1. FLEX Week Activities
2. New Faculty and Adjunct Faculty Seminars
3. Regularly Scheduled Professional Development Workshops
4. Pathways Institutes

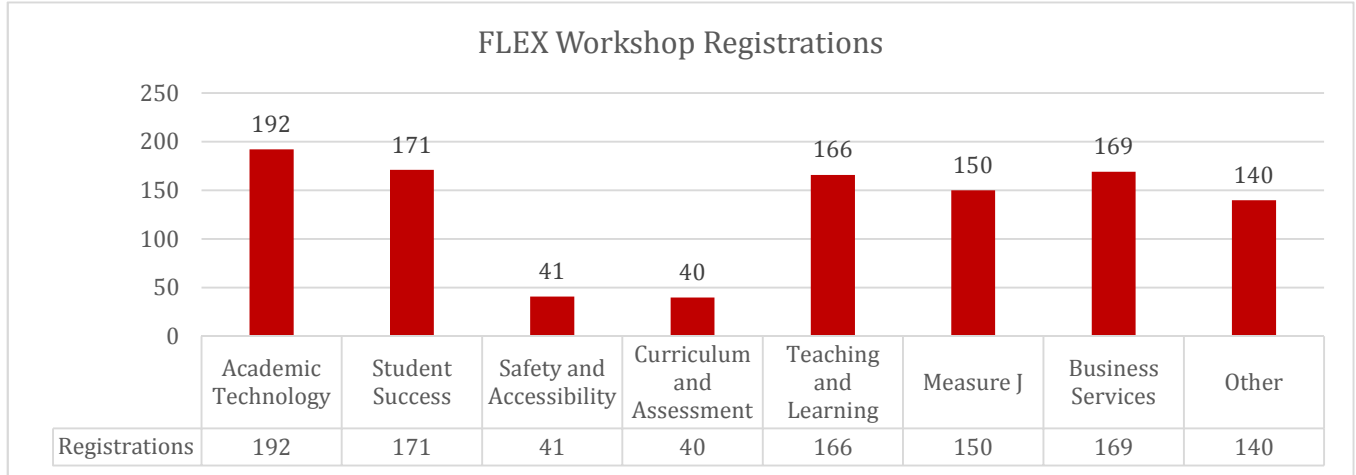


FLEX Week Activities: FLEX week at Bakersfield College occurs during the week before the start of each semester. During this week, the college schedules its “Opening Day” activities, and also encourages pre-semester planning meetings. FLEX Week is also one of the major time periods where faculty and staff can participate in Professional Development Workshops. These workshops are scheduled during the Monday

⁵ 2017 Student Success Scorecard ([link](#))

through Wednesday of FLEX Week, using a block schedule and a conference-style format to maximize opportunities for participation.

During the Fall of 2017 and Spring of 2018 (as of December 15) FLEX weeks, there are a total of 98 workshops offered, with total registration of 1098 from BC faculty and staff, across 8 categories:

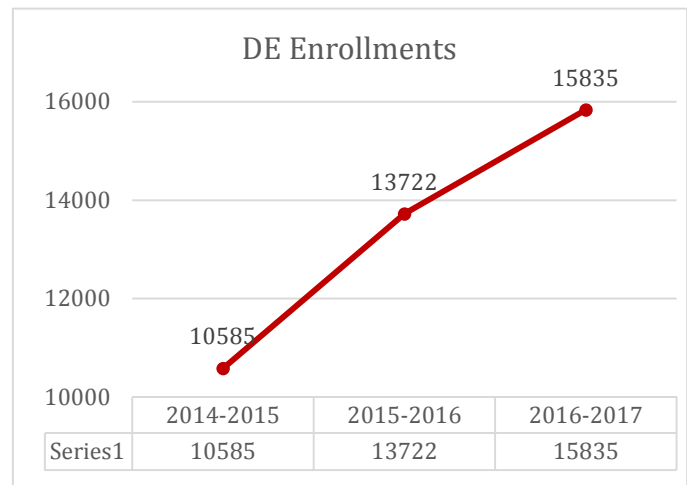


Distance Education

Bakersfield College has experienced significant growth in online enrollment over the last year. In Fall 2016, BC reported a census day enrollment of 6,358. In Fall 2017, the census day enrollment was 7,309, which was an increase of almost 15% making online offerings one of the most significant areas of growth at Bakersfield College. During that same period of time, our fill rate rose from 66% to 69%, resulting in a positive impact of productivity.

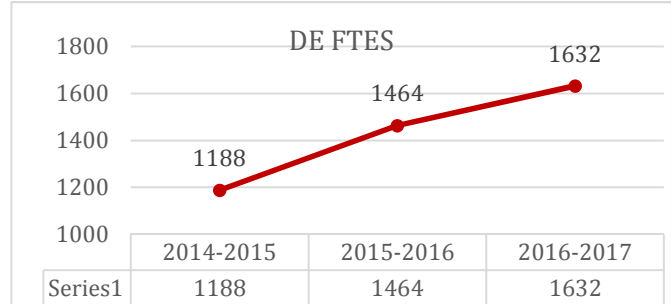
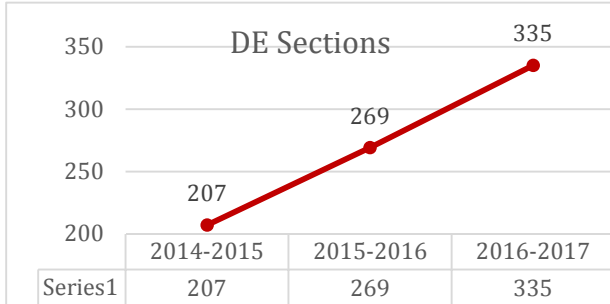
Growth in Distance Education:

In the 2016 to 2017 academic year, the college continued its healthy growth across all types of distance education, including hybrid and interactive television courses. This academic year, the number of distance education courses reached 74, for a 3-year growth rate of 25.4%.

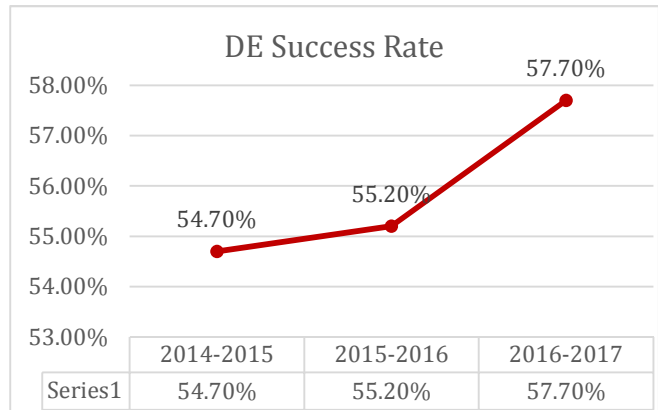
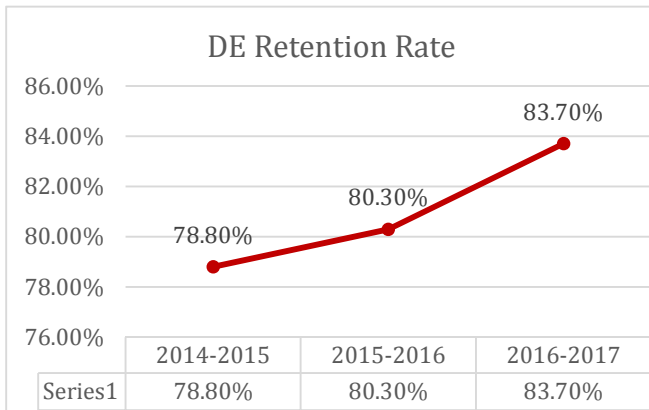


The number of sections and enrollments both grew significantly, with a three-year growth rate of 61.8% and 49.6%, respectively.

The overall FTES growth over the same three year period was 37.4%.



Despite the rapid growth, Bakersfield College has also improved metrics related to student success across distance education modalities. Student retention and student success both increased significantly, while closing the gap between distance education and traditional classes from 7.9% to 5.7% for retention, and 15.6% to 14.6% for success.



Dual Enrollment

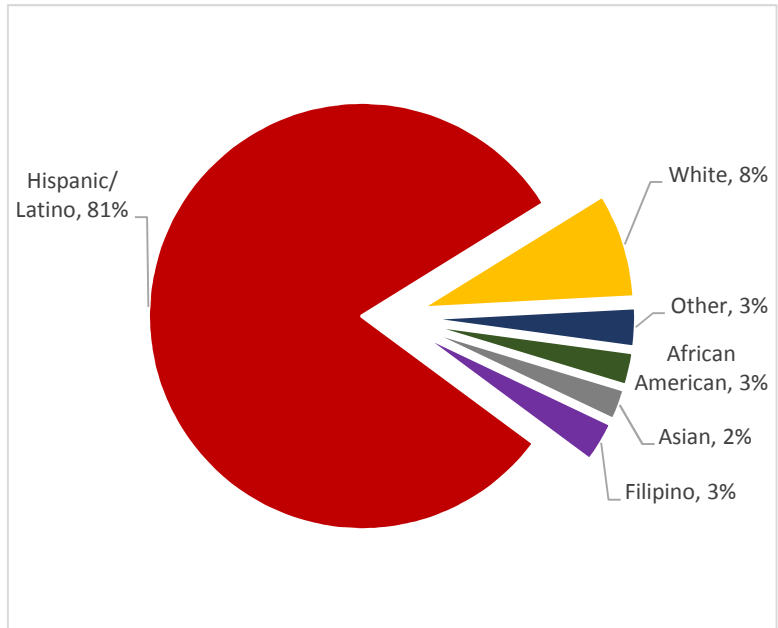
The Dual enrollment program began in fall of 2013 in order to provide Wonderful Academy students the opportunity to complete an Associate of Science in Ag Business by the time the student completed their high school education. Since that time the College has developed partnerships with all of our local high school districts. The program currently serves 24 high schools.

Academic Year	Sections Offered	Students Served	High School Sites	FTES	FTEF	Retention Rate	Success Rate
2016/17	284	5760	24	655.9	13.2	96.0%	90.3%
2015/16	75	1710	8	194.6	7.3	96.3%	86.9%
2014/15	22	500	8	14.9	3.9	89.5%	80.7%
2013/14	10	235		23.6	2.1	94.4%	77.7%

The students enrolled in the program continue to be quite successful with retention rates of 96% and success rates of 90.3%.

Demographics of our students indicate that 81% are Hispanic/Latino, 8% White, 3% African American, 3% Filipino, 3% Other, and 2% Asian.

An important component of BC's guided pathways work is to expand program pathways into high school through dual enrollment. The recent addition of the STDV B3 course ("Career Choices: Get Focused...Stay Focused!" curriculum) exemplifies the guided pathways principle of beginning with the end in mind by supporting career exploration for freshmen students.



Delano Campus and Rural Initiatives

Delano FTES increased from 1,092 in 2015-2016 to 1,310 2016-2017; a 20% increase in just one year. The expansion in courses on campus, as well as growth in dual enrollment and inmate education helped enhance our ability to provide more opportunities for students. Growth was also noticeable in Arvin, McFarland, Shafter, and Wasco, where FTES jumped from 148.9 to 261 (a 75% increase) as a result of an increase in the number of sections offered from 59 to 106.

FTES by Site	2014-15	2015-16	2016-17
Delano	1,019	1,092	1,310
Other rural	82	149	261
Inmate Ed	2	8	119

BC also recently launched the Rural Initiative Distance Education (R.I.D.E) Project, which will establish distance education classrooms at Arvin High School, Delano High School, and Cesar E. Chavez High School. These interactive technology classrooms will be used to stream college courses from Bakersfield College to the high school sites, and high school site to high school site. Also of note in Delano in 2017-2018 is the implementation the National Endowment for the Humanities grant program *Digital Delano: Preserving an International Community's History*.⁶

⁶ Find out more about this project here: <https://bakersfieldcollege.libguides.com/DigitalDelano>

Student Services

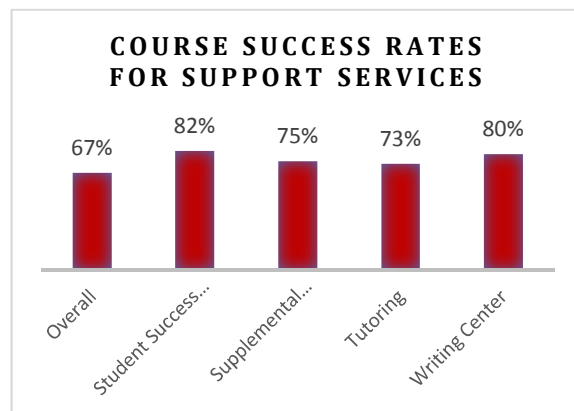
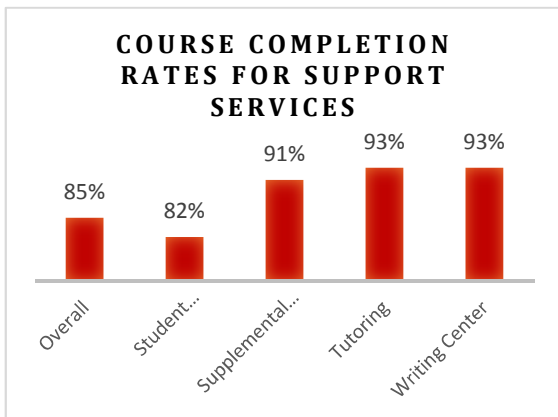
Increasing the integration of student services and instruction is a hallmark of the guided pathways work. Supporting this integration is an increase in grant awards and categorical funding for student services. For example, the Student Services Support Program (SSSP) grant, which provides funding for 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 contacts, more students are being guided to complete their goals.

Academic Support Services

Academic support programs are designed to keep students on their path, a particularly important activity for low-income and first-generation college students. BC has used grant funding to be innovative in how it delivers and tracks academic support services, including:

- A self-paced, computer-based student success practice lab
- Supplemental instruction providing student-led study groups outside of class
- One-on-one peer tutoring
- Writing center support providing specialists on focused writing guidance
- ‘Extend the classroom’ provides tutoring that is integrated with class content and assignments

The bar graphs show that success increases when students participate in support services ranging from specific writing help, to tutoring, to group study sessions.



Outreach

The Outreach & School Relations Department assists all potential Bakersfield College students and current Bakersfield College students by serving as the essential starting point in the on-boarding process. The department is responsible for coordinating the college-wide outreach services to improve access, introduce academic pathways, encourage community engagement, and raise awareness and understanding regarding the benefits of pursuing a higher education.

Matriculated students	
Fall 2014	800
Fall 2015	2045
Fall 2016	2563

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

The table shows the summary of High School Matriculation Services in 2016-2017

Admissions and Records

A&R supported the strong growth in Dual Enrollment and Inmate Scholars through manual application and registration processes. Additionally, students continue to benefit from transcript evaluation times that have been drastically reduced relative to historical averages, facilitating student education planning, pre-requisite processing, transfer, and graduation.

Workshop	Workshops	Students
Application	43	1,505
Orientation	41	1,274
Assessment	60	1,540
NSW & ASEP	47	1,167
Registration	5	88
Pizza Reception	7	479
Totals	203	6,053

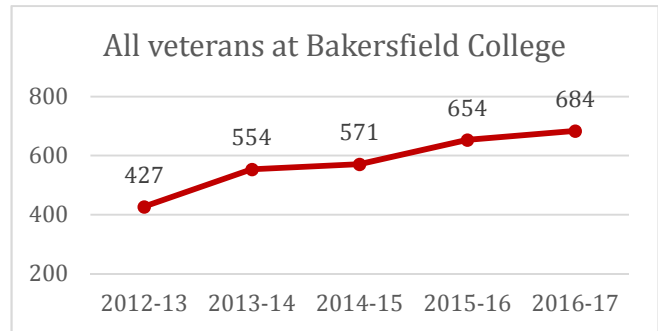
Counseling

Counselors and Educational Advisors had 16,397 student contacts in 2016-17. 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.

	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment	4,716	5,932	6,534	6,859	8,944
FTEs	509	641	744	778	1,019
Retention	86%	88%	89%	90%	90%
Success	69%	72%	74%	72%	70%

Veterans

BC has seen strong growth in our population of student veterans. First-time college students who are also veterans are three times more likely to complete their program of study within three years than are other first-time college students, providing evidence of how well our student veterans are supported at BC.



Extended Opportunity Programs and Services (EOPS)

The program started the AY2017-2018 with over 1,800 students compared to about 600 students around this same time last year. The collaboration with the Outreach Department, Cal-SOAP, and local high schools allowed the program to increase the number of students to be served in 2017-2018. Targeted student recruitment for CARE and CalWORKs is ongoing in partnership with the Department of Human Services.

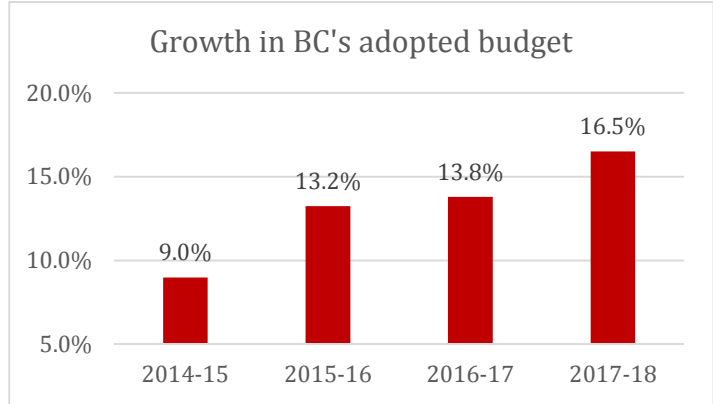
BC Renegades Mobile App

The mobile app enables students to receive campus announcements, news, notifications for important academic deadlines, and set reminders for events. Since June 2016, there were 4,010 unique downloads and it was used 54,001 times. Find it at <https://www.bakersfieldcollege.edu/mobile>.

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

Administrative Services

The Bakersfield College budget continues to strengthen.⁹ The last several years have seen an increase in general fund allocations as well as state and federal grant funding. The President’s leadership and the College’s work on Guided Pathways has resulted in statewide recognition of BC as a guided pathways pioneer. BC is now in a favorable position in terms of receiving support from the Chancellor’s Office and external funders for our guided pathways initiatives and innovations, further diversifying our funding streams and opportunities.



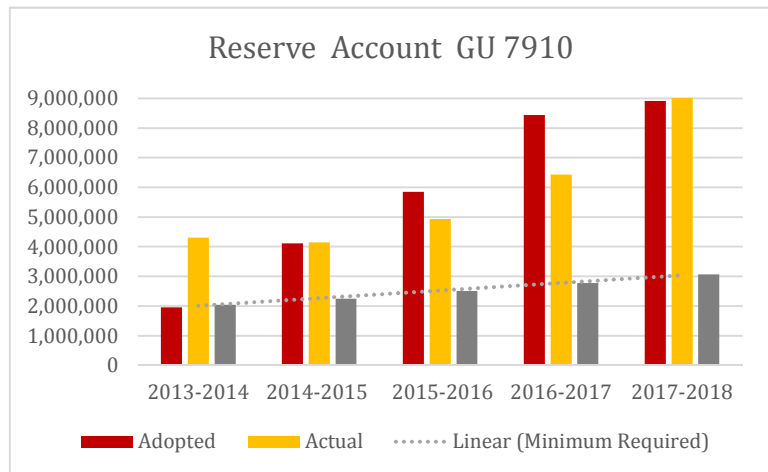
In fiscal year 2017-18, BC is operating with a total adopted budget of approximately \$128 million; this represents a growth of approximately 16.5% relative to

Fiscal Period	2013-14	2014-15	2015-16	2016-17	2017-18
Total GU001 Budget (Published Adopted)	68,122,615	74,983,068	83,600,477	92,452,895	102,220,602
TOTAL BUDGET (Published Adopted)	78,207,962	85,243,667	96,537,761	109,855,259	127,984,822
Reserve Percent of GU001 Budget	2.87%	5.48%	7.00%	6.95%	8.72%
Reserve Percent of Total Budget	2.82%	5.60%	6.76%	6.08%	7.11%

2016-17. BC’s adopted budget includes approximately \$25 million in state and federal grant dollars; this represents a 50% increase compared to the prior year. The adopted budget table shows a robust positive growth trend over the past four years. Also, BC has proactively increased the funds in the College reserve to not only meet, but also exceed the three percent (3%) minimum required by KCCD Board Policy (3A1A6).

Provided in the table above are the percentage calculation for the required reserve based on unrestricted (GU001) and the reserve for the entire published adopted budget. In both cases, the percent is well above the minimum three (3%).

While the College has increased its reserve funds, the District has also increased the District-wide reserves to exceed the 15% minimum required by KCCD Board Policy (3A1A6). The primary source for increasing the District reserve has come



⁹ Closing the Loop 2017

from the funds attributed to FTES growth. Growth that has come predominantly from the increase in FTES at Bakersfield College.

Adopted KCCD District Wide Reserves (7910)

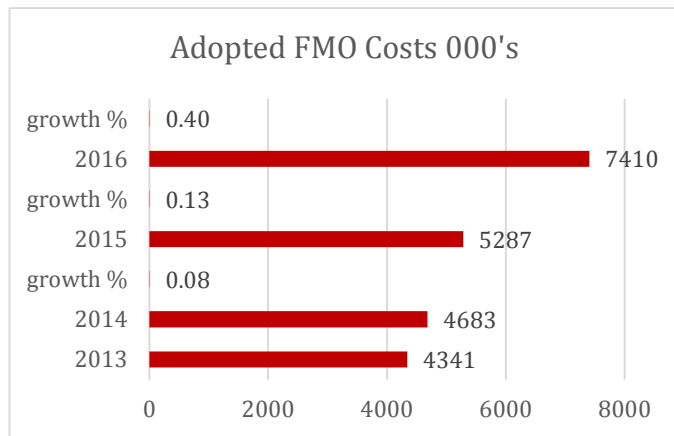
2013-14	2014-15	2015-16	2016-17	2017-18
\$10,844,785	\$13,356,427	\$26,719,849	\$25,431,736	\$30,424,295

Facilities, Maintenance and Operations

In November of 2016, Kern County citizens passed Measure J, authorizing a \$503 million bond that will be used for facilities and technology projects in the Kern Community College District. BC's \$415 million share of the bond monies will be allocated to a list of 125 projects (renovations, technology infrastructure, and new buildings) that will occur over the next 30 years. The College has been developing a Facility Master Plan with the involvement of the District Office, architects, engineers, and the campus community. While the plan is not expected to be finalized until May, 2018, the following projects have tentatively been identified as the projects to be addressed with the first trounce of the bond money:

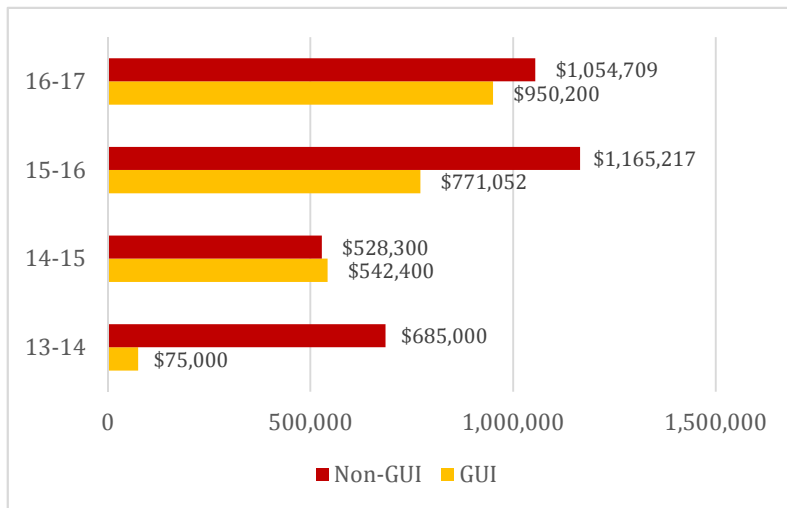
Veterans Resource Center, ABC/Campus Center, Science & Engineering Building, Arvin Satellite Campus, Athletics (Memorial Stadium/Women's Field House/Gymnasium), Agriculture Facility, Delano LRC, Student Welcome Center/Student Services Building, Public Safety Instruction Building, Parking Structure

Total Facilities, Maintenance, and Operations (FMO) costs have increased over the past three years. The adopted FMO Costs figure indicates that



Bakersfield College continual invests in the sustainability of the campus environment.

Information Technology



For academic year 2017-18, IT will continue to use grants, categorical programs, and Measure J to keep BC's technology refreshed. The big project for 2017-2018 is to complete wifi coverage for all of BC's buildings on campus. There will also be a focus on back-end infrastructure to support new buildings on our sites that will be built using Measure J funding. Additionally, IT has updated the Bakersfield College Technology Plan for 2017-2020 and finalized the district-wide IT governance framework with final approval from District Consultation Council. For the second consecutive year, IT spent

approximately two million dollars on technology projects with well over 50% being from non-general fund sources. The graph below shows the year-to-year comparison over the past 4 years.

Section II: Challenges, Threats, Areas of Weaknesses

In reviewing the challenges identified in the 2013, 2014, 2015 and 2016 State of the College Reports submitted to the Chancellor and the Board to Trustees, it appears that one of the four issues continue to be a challenge: Processes that are not timely and affect efficiency and overly focused on “risk management.”

Chancellor Burke in his first year has already indicated an interest to solve these challenges.

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 Human Resources. In Human Resources, the fundamental structure needs to be revisited to promote efficiency and effectiveness. Procedures need to facilitate timely decision. 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.

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?

Adding resources to risk management: With the hiring of more personnel at the District Office for Risk Management there are numerous examples of issues being stirred and precious districtwide resources being invested in “hunting” for risk. The whole mindset and effectiveness of “risk management” must be addressed and resources need to be deployed closest to the work being done so that those individuals responsible for the work are equipped with managing risk.

Section III: Opportunities and Institutional Priorities

Bakersfield College's priorities are its five Strategic Directions.

Student Learning

A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.

Student Progression and Completion

A commitment to eliminate barriers that cause students difficulties in completing their educational goals.

Facilities

A commitment to improve the maintenance of and secure funding for college facilities, technology, and infrastructure for the next thirty years.

Oversight and Accountability

A commitment to improve oversight, accountability, sustainability, and transparency in all college processes

Leadership and Engagement

A commitment to build leadership within the College and engagement with the community.