

THIS IS BAKERSFIELD COLLEGE

Bakersfield College, a place where students can get their degree or certificate following the [most efficient path to completion](#) by clearly seeing various [educational pathways](#) mapped with the [end in mind](#)

A place where students are continuously guided through their educational journeys through BC's [high-tech](#) - [high-touch](#) system.

A place with a [seamless 9-16 pathway](#) that [saves students and taxpayers time and money](#).

Our [website](#), organized by the four pillars of guided pathways, tells the story of how BC used the [Guided Pathways Framework](#) to catalyze a [whole college redesign](#) and to become a college completely focused on [student outcomes](#)

Guiding References

- Bailey, T., Smith Jagers, S., & Jenkins, D. (2015). [Redesigning America's Community Colleges: A Clearer Path to Student Success](#). New York: Columbia University, Teachers College, Community College Research Center.]
- Center for Urban Education. (2017). [Pathways, Partnerships, and Progress: Transforming a Community College](#). Los Angeles: Center for Urban Education, Rossier School of Education, University of Southern California.
- Christian, Sonya & Strobel, Nick. 2016. "[What is the "Guided Pathways Model?"](#)" Kern Community College District. Bakersfield, CA.
- [Guided Pathways: Planning, Implementation, Evaluation](#). (2017, September). American Association of Community Colleges.
- Jenkins, Davis. 2014. "[Redesigning Community Colleges for Student Success Overview of the Guided Pathways Approach](#)." New York: Columbia University, Teachers College, Community College Research Center.
- [Time Is the Enemy: The Surprising Truth about Why Today's College Students Aren't Graduating... and What Needs to Change](#). (2011). Complete College America.

PILLAR 1: CLARIFY THE PATH The [student success infrastructure](#), complete with roads and a highway system, was built first with destinations in mind so the learner can see the path and making informed decisions on the path to their destination. BC's infrastructure has [been designed](#) so that students can confidently change direction to another destination and the GPS will guide them along the most optimal path to their new destination, saving the student time and money.

What's Next: Every 9th grade student in California can view a seamless k-12 pathway to bachelor's degree completion at any CSU or UC in the Program Pathways Mapper, supported by the community college to save time and money toward completion.

References:

- Gao, Niu & Johnson, Hans. 2017. [Improving College Pathways in California](#). Public Policy Institute of California.
- Scott-Clayton, Judith. 2011. "[The Shapeless River: Does a Lack of Structure Inhibit Students' Progress at Community Colleges?](#)" CCRC Working Paper No. 25. Assessment of Evidence Series. New York: Columbia University, Teachers College, Community College Research Center
- Jenkins, D. & Wyner, J. (2016, February 2). [Narrower Pathways to a Bachelor's Degree](#). *Inside Higher Ed*. Retrieved from
- Kurlaender, M. (2019, April 2). [Lack of effective state education data system holds students back](#). *EdSource*.
- Nodine, T. (2019, March). [California's Education Systems: A Sum of the Moving Parts](#). *Education Insights Center*. California State University, Sacramento.

PILLAR 2: ENTER THE PATH BC guides students to the entry point of their pathways and facilitates simple major changes to onramp students into new pathways in multiple ways.

What's Next: Students will auto-enroll in courses on their educational plans in a single, one-click step.

- **High School to College:** [11,200 high school students at over 50 feeder high schools](#) enroll in dual enrollment courses as early as the 9th grade. BC helps [nearly 4,000 high school students](#) to register in 15 units, math, English, and [Summer Bridge](#) before they graduate from high school.
 - Ninth graders explore careers and identify their programs of study using the [Program Pathways Mapper](#) in their BC [dual enrollment](#) Student Development course. Once they select a major, they build their Student Educational Plan (SEP) in Starfish.
 - Use of high school GPA and high school coursework to determine point of entry
 - Orientation to programs of student through the [Summer Bridge to BC](#) program
- **Re-entry Students:** Use the summer or winter [Bridge to BC](#) program, [One-Day Express Enrollment](#), high school GPA (if relevant), and/or other measures of [prior learning](#) to identify point of entry
- **Adult Learners:** Those with lower academic skills enter BC through [non-credit pathways](#) to develop [career technical skills](#) with badges that measure learning and [provide onramps](#) into traditional programs of study at BC

References:

- [Achieving Equity in College in High School Programs: "Practitioner-Informed Policy Design Commitments and Principles."](#) (2019). Oakland, CA: JFF Policy Leadership Trust.
- Christian, S. (2019, October 29). [Opinion: More Latinx students gain diplomas on time thanks to 'early college'.](#) *The Hechinger Report*.
- Cooper, D., Fong, K., Karandjeff, K., Kretz, A., Nguyen, A., Purnell-Mack, R., & Schiorring, E. (2017). [Through the Gate: Mapping the Transfer Landscape for California Community College Students.](#) *Research and Planning Group for California Community Colleges (RP Group)*, 1-96.
- Daugherty, L., Gomez, C., Gehlhaus Carew, D., Mendoza-Graf, A., & Miller, T. [Designing and Implementing Corequisite Models of Developmental Education: Findings from Texas Community Colleges.](#) Santa Monica, CA: RAND Corporation, 2018.
- [Dual Enrollment, Guided Pathways Converge for Equity.](#) (2019). Oakland, CA: Career Ladders Project.
- Jaggars, S. S., Hodara, M., Cho, S.-W., & Xu, D. (2015). [Three Accelerated Developmental Education Programs: Features, Student Outcomes, and Implications.](#) *Community College Review*, 43(1), 3–26.
- [Exploring Alternative High School and Community College Partnerships.](#) (2018). Oakland, CA: Career Ladders Project.
- Hu, S., Park, T., Woods, C., Tandberg, D., Richard, K., & Hankerson, D. (2016). [Investigating development and college-level course enrollment and passing before and after Florida's developmental education reform](#) (Full Report).
- [Promoting the Transition of High School Students to College.](#) (2010). The Research & Planning Group for California Community Colleges.

PILLAR 3: STAY ON THE PATH [Cross-functional teams](#) of faculty and staff serve on Completion Coaching Communities to [ensure students complete our momentum points](#)¹ toward completion of certificates and degrees, organized by the college's [meta-major](#) and [affinity group](#) structure.

What's Next: Strengthening [high-touch service](#) with artificial intelligence technologies that provide accurate and timely interventions.

References

- Renick, Timothy M., & Thompson-Sellers, Ingrid. 2016. ["Deploying Guided Pathways At Scale At Georgia State University."](#) Association of American Colleges & Universities Pathways Project.
- The Campaign for College Opportunity. (2018). [Left Out: How Exclusion in California's Colleges and Universities Hurts Our Values, Our Students, and Our Economy.](#)

¹ BC's Momentum Points, derived from the Community College Research Center of Columbia, include 1) attempting 15+ units in the first term, 2) attempting 30+ units in the first year, and 3) completion of transfer-level math and English in the first year
[BC's High-Tech, High-Touch Whole College Redesign](#) Briefing Paper for the Bill & Melinda Gates Foundation
Visit our [Site Visit Website](#) to Learn More | March 1, 2020

PILLAR 4: ENSURE LEARNING Ensuring high quality in student learning transcends the bureaucratic practice of assessing student learning outcomes. To give our student learning outcomes relevance to our vulnerable populations, BC's coherent learning pathways facilitate learning, prioritizing relevance through on-campus jobs, internships, field trips, and project-based learning.

What's Next: Students will communicate their learning to employers and transfer institutions through a higher resolution depiction of their skills and knowledge with microcredentialing and badging. [#OccupyLearning](#),

References:

- Jankowski, N. & Marshall, D. (2017). *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm*. Stylus Publishing.
- Wheatle, K., Taylor, J., Bragg, D., & Ajinkya, J. (2017). *The potential of degree reclamation: A path to reclaiming the nation's unrecognized students and degrees*. Washington, DC: Institute for Higher Education Policy and Credit When It's Due.

DATA-INFORMED An equity-minded, student-centered college demands that data inform redesign. BC knows that altering structures alters behaviors; in other words, a college will the outcomes it seeks only when it systematically designs the structure to produce its intended outcomes.

References:

- Jenkins, Davis & Bailey, Thomas. 2017. "[Early Momentum Metrics: Why They Matter for College Improvement](#)." Volume 65. New York: Columbia University, Teachers College, Community College Research Center.
- The Campaign for College Opportunity. (2018). [State of Higher Education for Latinx in California](#).
- The Campaign for College opportunity. (2019). [State of Education for Black Californians](#).
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COLLABORATIVE A whole-college responsibility for coaching students to completion demands that BC remain in continuous learning mode to create a strong foundation for change. The institutionalization of transformational change happens through the integration of all college units into a networked learning organization in which leadership invests in the development of its people, a distributed leadership model that empowers those closest to the students to make decisions and act in the interest of student equity and success, and a culture of transparency and trust in communication. [#BCLearns](#)

References:

- Aligned Resources and Programs to Put Students First. (n.d.). Retrieved from <http://www.piercecollege.edu/students/pathways/docs/ALIGNED%20RESOURCES%20AND%20PROGRAMS%20TO%20PUT%20STUDENTS%20FIRST.pdf>
- Building Guided Pathways: Practical Lessons from Completion by Design Colleges. (2016, August 18). Achieving the Dream, Inc. Retrieved from <https://www.achievingthedream.org/resource/16122/building-guided-pathways-practical-lessons-from-completion-by-design-colleges>
- Dadgar, M., Smith Arrillaga, E., Buck, D., Sinclair, B., Fischerhall, F., & Brown, K. (2017). [Bringing Student Voices to Guided Pathways Inequity and Design: Findings from Student Focus Groups at Two California Community Colleges](#). Oakland, CA: Career Ladders Project.
- [Guided Pathways Stories from the field: "Aligning Redesign across Campus."](#) Oakland, CA: Career Ladders Project.
- Johnstone, Rob. 2015. "[Guided Pathways Demystified: Exploring Ten Commonly Asked Questions about Implementing Pathways](#)." National Center for Inquiry & Improvement.