



FALL 2020

STATE OF THE COLLEGE

BAKERSFIELD COLLEGE

SONYA CHRISTIAN
PRESIDENT

Part I: Student Learning

Despite the shift of our learning environment from one that was almost entirely curated in-person to one swiftly established virtually, Bakersfield College has remained steady in our commitment to fulfilling our mission to advance student learning.

Too often when we talk about student learning at an institutional level, the assessment of student learning takes center stage. This doesn't mean Bakersfield College hasn't done a phenomenal job ensuring our faculty use promising pedagogies to deepen learning; BC is known for the excellence of our faculty tradition and the strength of our curriculum. In our 2018 ACCJC evaluation visit, we earned high accolades for our assessment of student learning.

Our mission statement guides our work to develop a rigorous and supportive learning environment for our diverse student population. As a community college, we are an open access institution and embrace the diversity of experiences and backgrounds our students bring. This year, BC has strengthened our focus on better serving our diverse student population – diversity of race, ability, gender, socioeconomic status, veteran status, first generation status, and more.

At various levels of our leadership structure – through the Assessment Committee, AIQ committee, and at the departmental levels, we have spotlighted and will commit to continue to keep front and center the conversation around student learning with equity.

Broadly speaking, we are categorizing the work under two buckets:

Recognizing learning

- Credit for prior learning.
- Badging/Microcredentialing
- Competency-based learning
- Authentic, embedded assessment
- Student-centered records

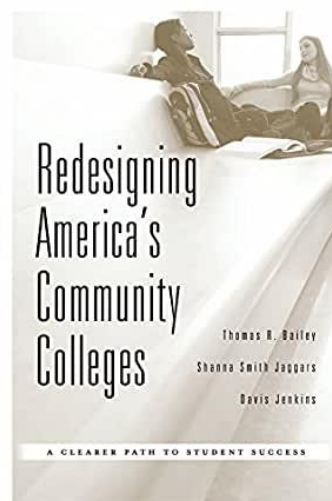
Social construction of learning

- Collaborative steering of the student learning
- Deep partnerships with industry and institutions
- Bringing equity to the front of the classroom
- Employing Universal Design principles
- Understanding the need for personal connection in the classroom
- Making learning relevant through applied learning

Rethinking how we recognize and convey student learning

We started several conversations around credit for prior learning last year, starting with the leadership of our veteran's support services as they explored ways to honor the learning veteran students experienced while serving. We have significantly advanced the dialogue around badging and microcredentialing under the leadership of our CTE team in partnership with Dean Bill Moseley and the Academic Technology crew. We continue to deepen this work to identify intersections between badging and program mapping in the Program Pathways Mapper through a partnership with CalBright. We are expanding our competency-based learning and are positioning BC for a pilot project with the state Chancellor's Office.

Bailey, Jagers, and Jenkins wrote in their seminal book *Redesigning America's Community Colleges* that ensuring learning in a guided



pathways college requires that our work be learner-centered and learner-controlled. In other words, we must approach learning by engaging students in building their own conceptual understanding of content, and research indicates experiential learning facilitates knowledge acquisition and development of meta-cognitive skills.

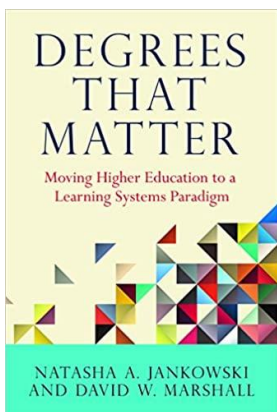
At BC, we have a number of very successful applied learning models – from the conferences Umoja and MESA students attend to the field trips our pre-med students take, our students have the opportunity to engage in high-quality applied experiences that complement and deepen their in-class learning. Along with the interactions in the classroom, high impact practices such as internships, student employment, field trips, project-based learning, and more enable students to integrate what they've learned in class.



STEM Students at UC Merced, 2020

Recognizing the fact that learning is socially constructed

One of Bakersfield College's institutional learning outcomes is that our students will engage productively in all levels of society—interpersonal, community, the state and nation, and the world. To close gaps so that all of our students will be able to engage productively in all levels of society, we must ask ourselves what our students need to learn to be engaged citizens because learning is socially constructed in community.



In the book, *Degrees that Matter* by Natasha Jankowski and David Marshall discuss the importance of helping students internalize their learning and see the relevance of the tasks we present in the classroom to their lives beyond the classroom. In our COVID-19 environment, this idea is gaining momentum as disparities in how students access and make meaning of course content have crystallized.

The digital divide is more relevant today than ever before and demands that we strengthen our focus on equity as we seek to engage our diverse student population in a new, virtual environment. This shift has triggered momentum at BC to make learning a human process – one in which we see

our students, know our students, and join them in community to socially construct learning that is relevant to their lived experiences.

All of our students come to us with a view of learning that has been socially agreed upon in their families and support systems as they were growing up. While a third-generation college student may be ready to engage in abstract theory because of their exposure to these concepts through the professions of their parents and grandparents, a first-generation student may be more likely to need applied learning to see the relevance of these concepts to their application in the real world. Along with the interactions in the classroom, high impact practices such as internships, student employment, field trips, project-based learning, etc. enable students to integrate what they've learned in the various classrooms.

This year, BC brought speakers to discuss these ideas in more meaningful ways by partnering with the Accrediting Commission for Community & Junior Colleges and the California Community Colleges Chancellor's Office to host the ACCJC Learning Seminar Series, titled "[The Future of Learning: ACCJC Conversations Among Thought Leaders.](#)"

Part II: Student Progression & Completion

The state of Student Progression and Completion is strong. Since our Guided Pathways implementation in 2015, we have witnessed growth and improvement across virtually every student success metric at the college. We have diligently focused on ensuring more students complete or transfer on time and without excess units by intentionally designing an innovative, formal structure by which our Completion Coaching Communities of faculty and staff are responsible for advancing our key research-based momentum points with equity.

Momentum Points

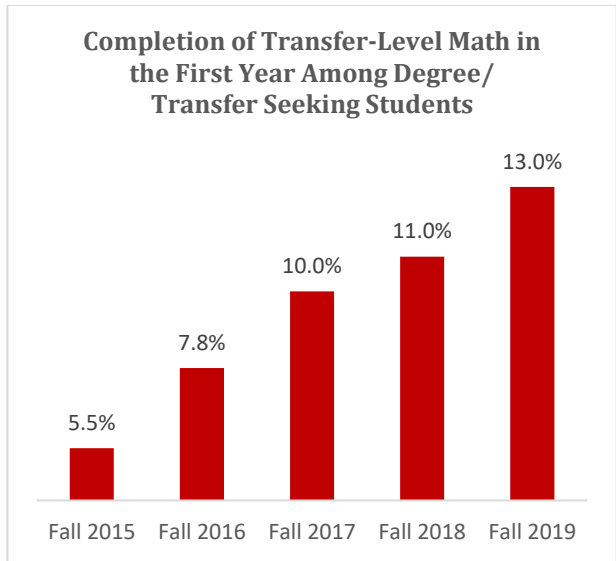
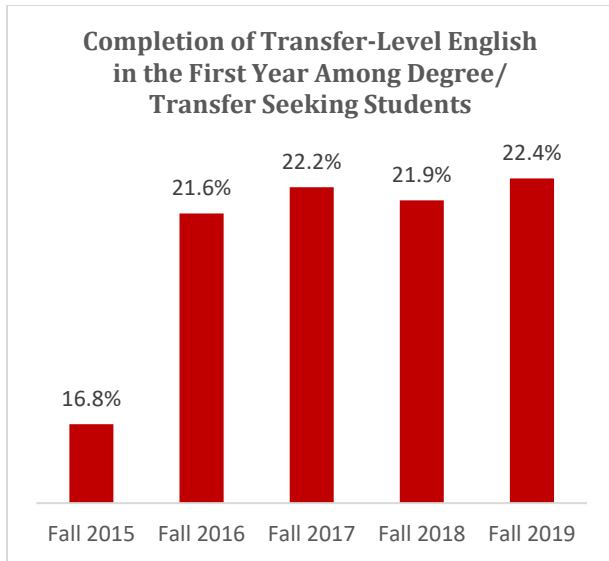
- Attempt 15+ units in the first term
- Attempt 30+ units in the first year
- Complete transfer-level English and math in the first year

Bakersfield College's GP implementation has required a whole-college effort to redesign existing structures to advance equitable access and completion, increases in student completion of transfer-level math and English are critical in stabilizing the college in a time of transition to a new funding formula, while also greatly improving the likelihood of degree completion and transfer.

COMPLETION OF TRANSFER-LEVEL MATH & ENGLISH IN THE FIRST YEAR

By evolving our placement practices since 2015 and by fully embracing AB 705, BC has achieved significant improvements in completion of transfer-level English and transfer-level math in the first year with particularly high gains among our largest disproportionately impacted populations: Latinx and Black students.

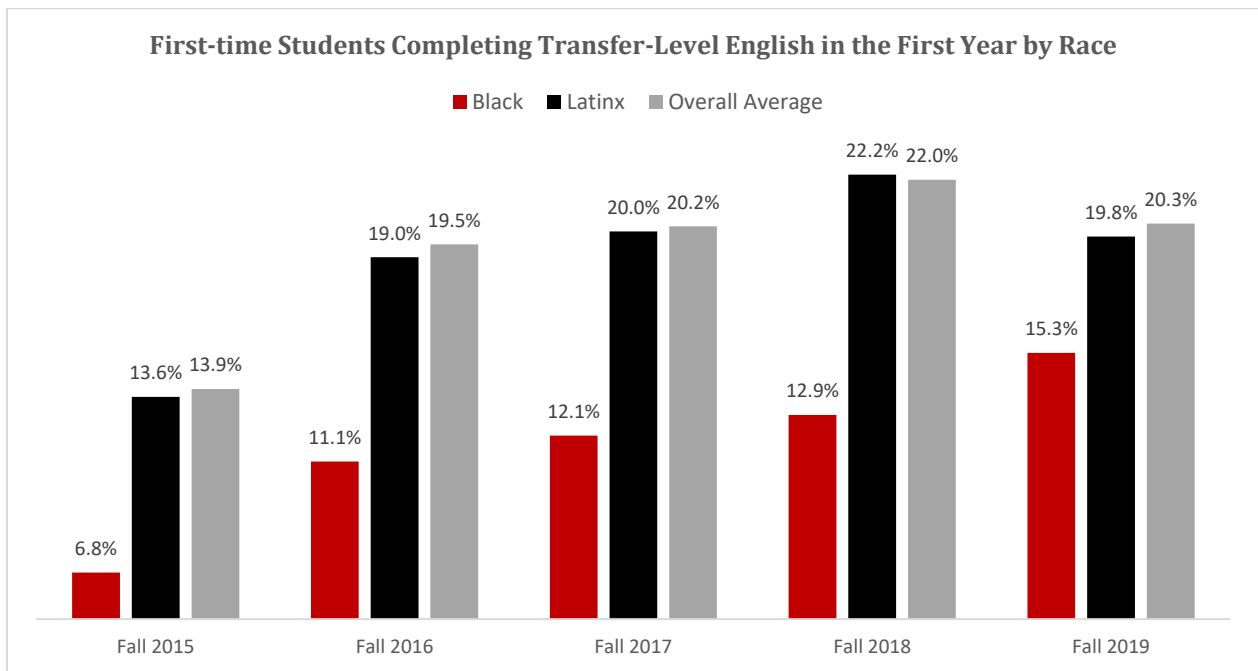
Since 2015, BC has increased first-time student completion of transfer-level English in the first year by 6.5 percentage points from 14.1% to 20.6%, and completion of transfer-level math by 6.5 percentage points from 4.7% to 11.2%. All meta-majors have improved student completion of transfer-level English and math in the first year. Among degree/transfer-seeking students, the rates are higher.



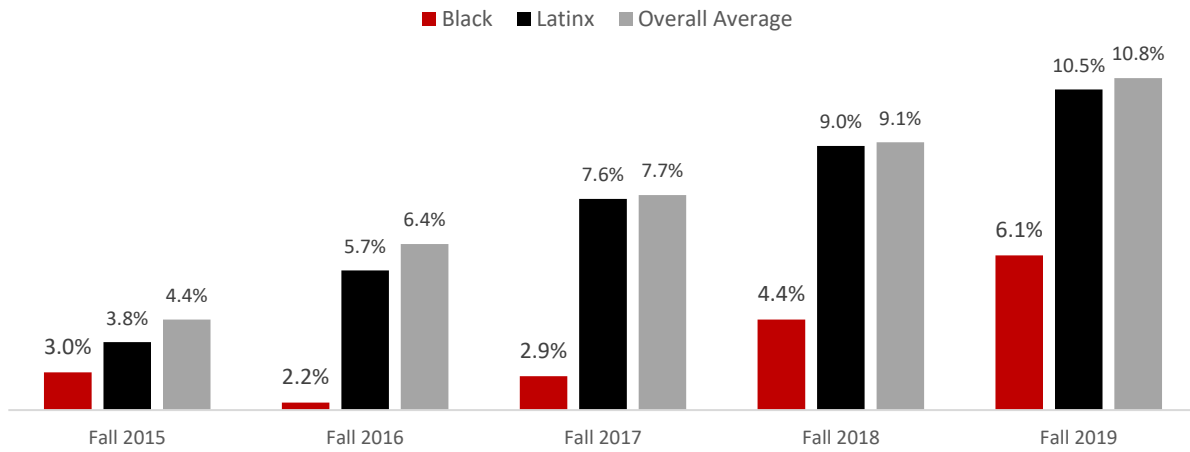
Equitable Completion of Transfer-Level Math & English

We have also made major strides for our largest disproportionately impacted student populations as detailed in our Student Equity Plan. Highlights include:

- Increased the total number of first-year Black students who complete transfer-level English by 194.4% and transfer-level math by 162.5%
 - Of those who attempted transfer-level English, 53% completed in 2019-20.
 - Of those who attempted transfer-level math, 57% completed in 2019-20.
- Increased the total number of first-year Latinx students who complete transfer-level English by 37.7% and transfer-level math by 160.5%
 - Of those who attempted transfer-level English, 51% completed in 2019-20.
 - Of those who attempted transfer-level math, 52% completed in 2019-20.

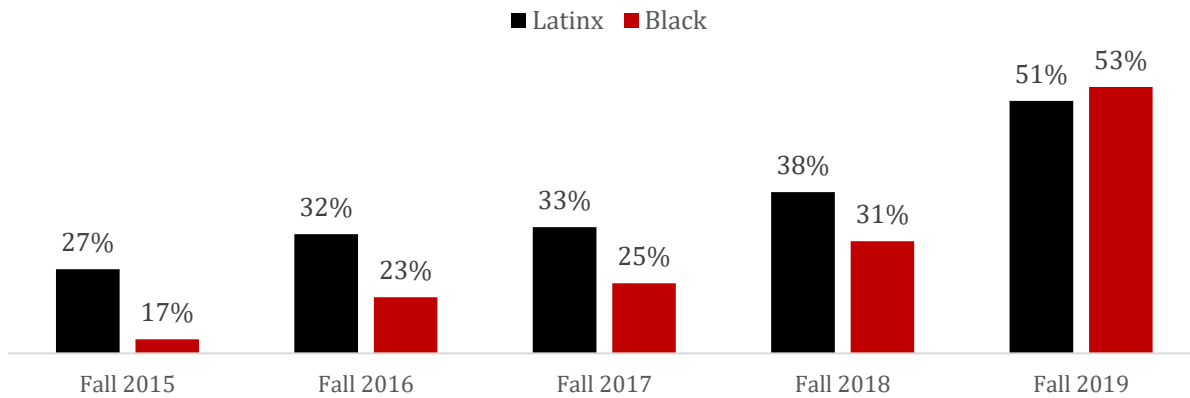


First-time Students Completing Transfer-Level Math in the First Year by Race

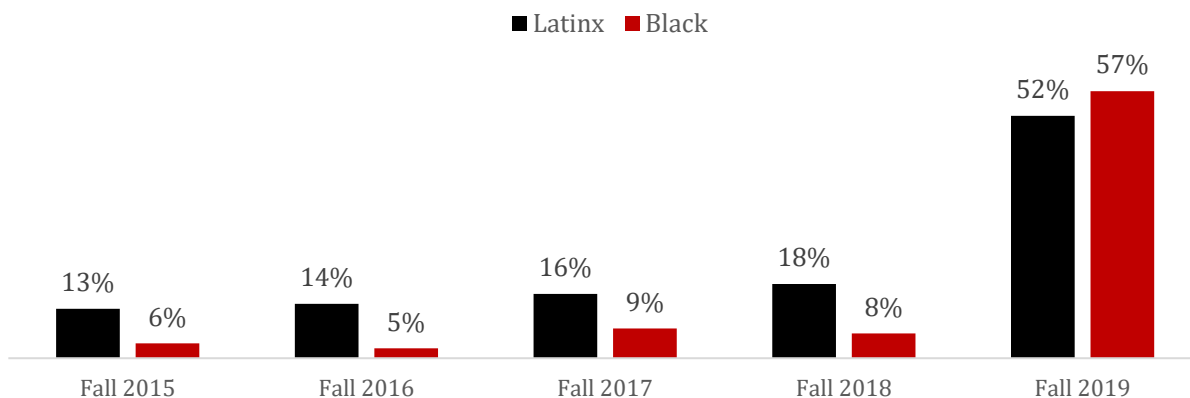


Attempts Resulting in Completion by Race

Percentage of Students' English Enrollments Resulting in Completion of Transfer-Level English by Race



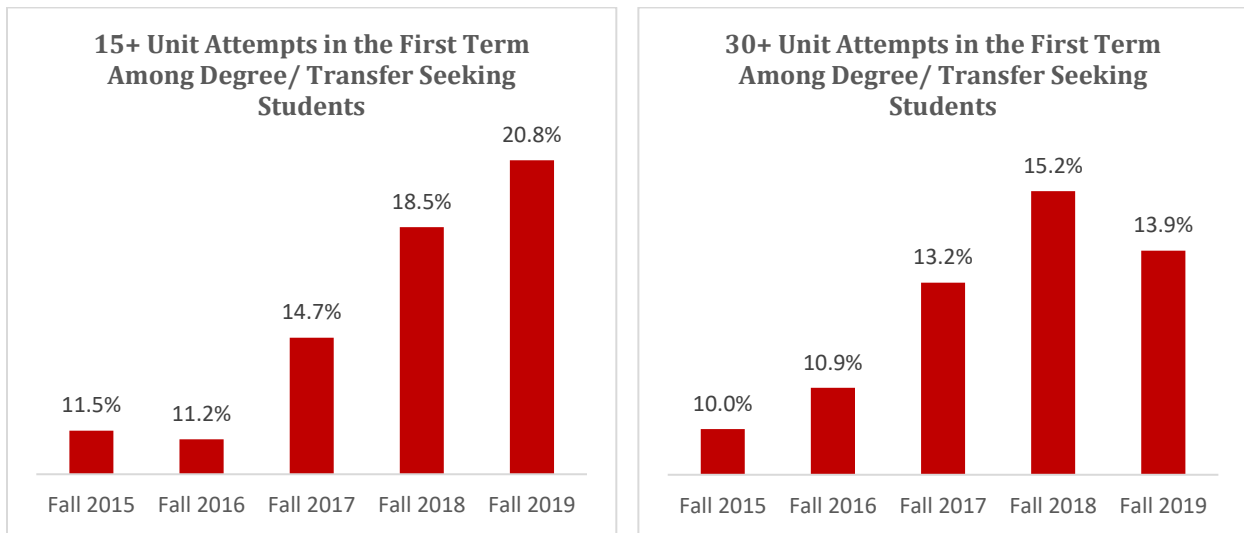
Percentage of Students' Math Enrollments Resulting in Completion of Transfer-Level Math by Race



ATTEMPTING 15+ UNITS/TERM, 30+ UNITS IN THE FIRST YEAR

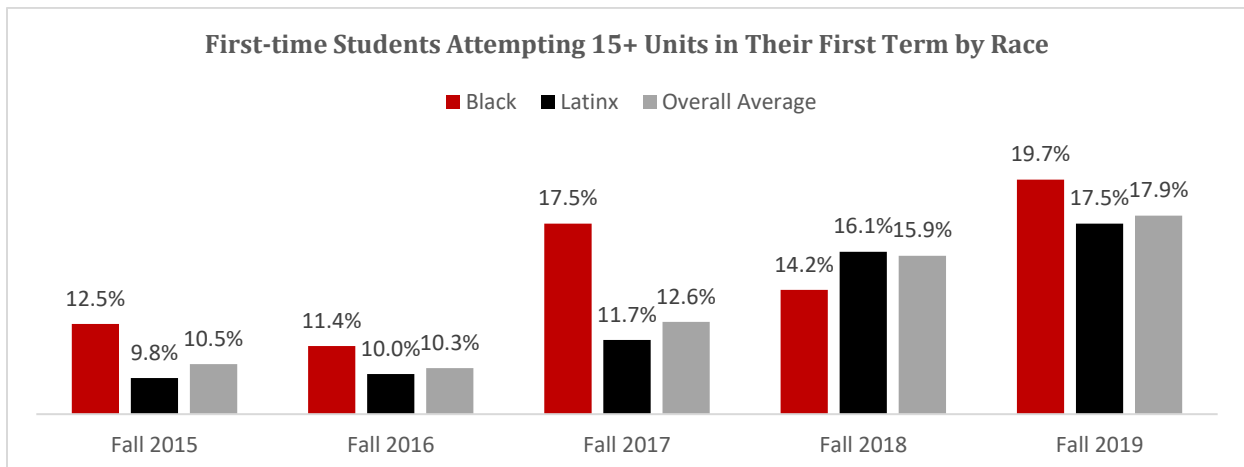
Since adopting the Guided Pathways framework, BC has altered our messaging to students about what it will take to complete an associate's degree in two years, emphasizing that full-time enrollment is 15 units per term, not 12.

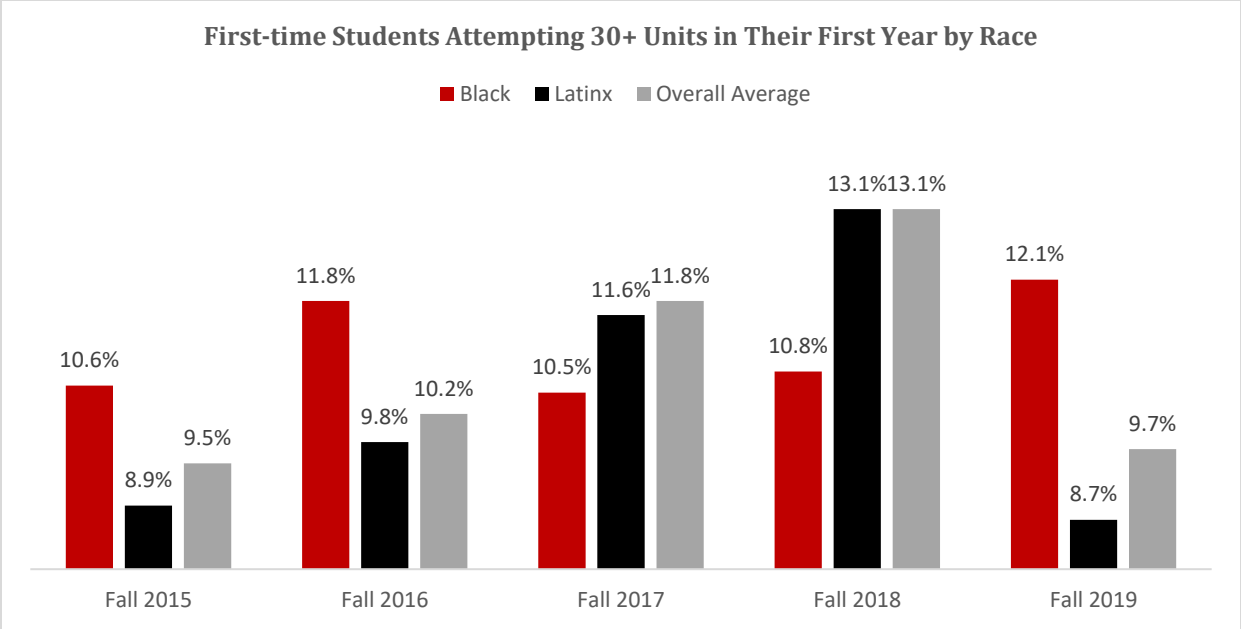
Since 2015, BC has increased first-time students who attempt 15+ units in their first term by 7.4 percentage points from 10.5% to 17.9% since 2015. We saw a slight decrease in students who attempt 30+ units in the first year in 2019-20. We can attribute this drop to the interruption of COVID-19. However, due to increased enrollment, more students than ever are still attempting full-time unit loads each term. All meta-majors have improved full-time student enrollment and unit attempts in the first term and year.



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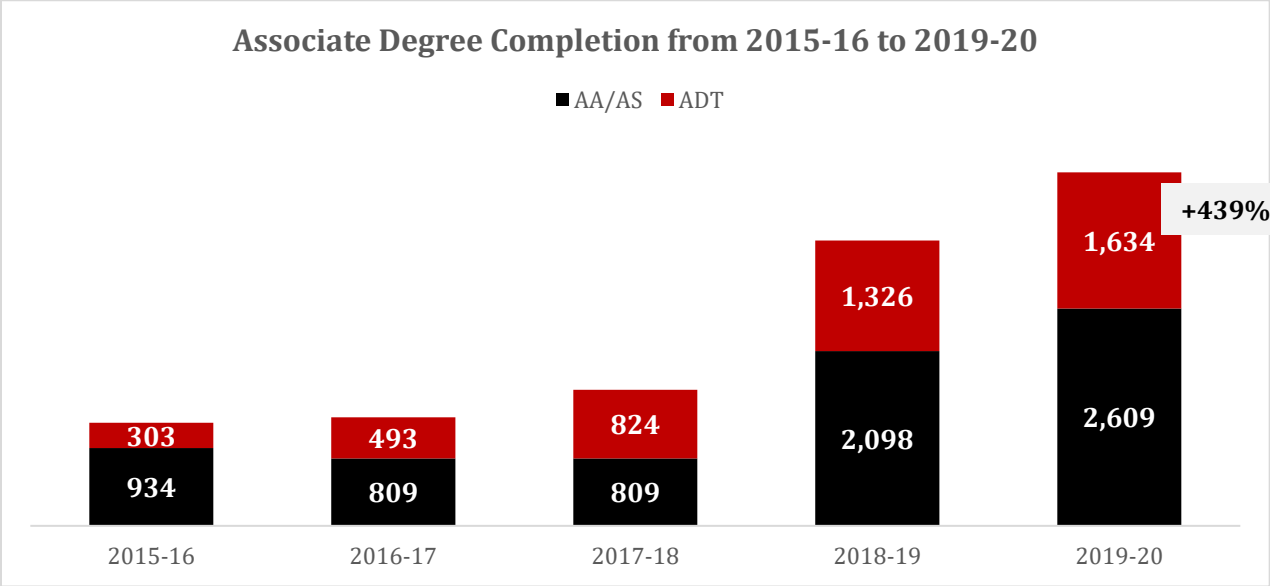
- More than doubled the total number of first-year Black students who attempt 15+ units and increased 30+ unit attempts by 50%
- Increased the total number of first-year Latinx students who attempt 15+ units in the first term by 68.8%





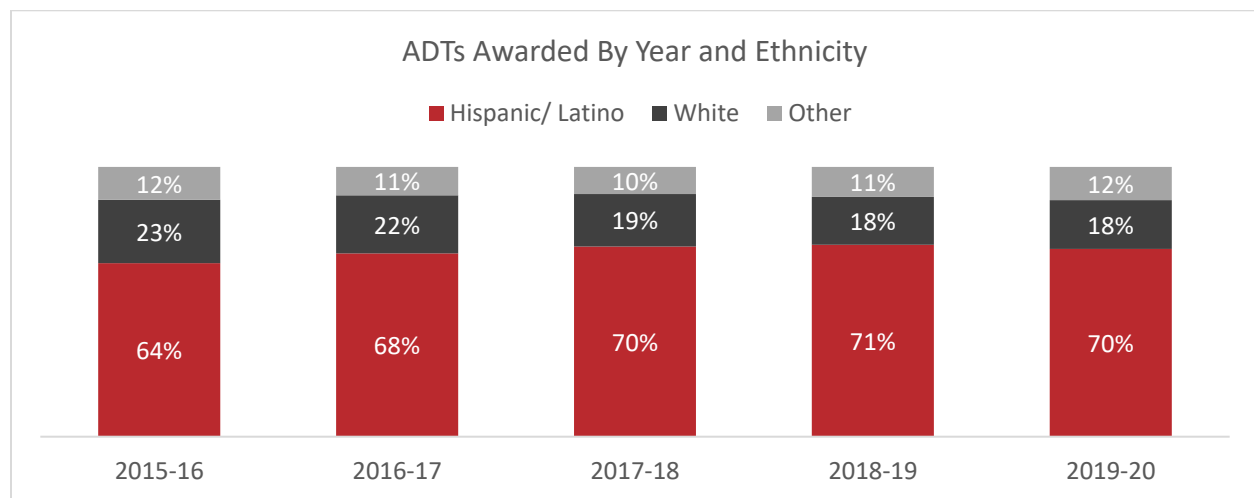
ASSOCIATE DEGREE COMPLETION

More students than ever before are completing their degrees and certificates - in less time and with fewer units. From 2015-16 to 2019-20, BC significantly increased the number of students earning associate's degrees (AA/AS/ADTs) from 1,237 awards to 4,243.¹ While more students are earning AA/AS degrees, ADT awards increased at a higher rate.

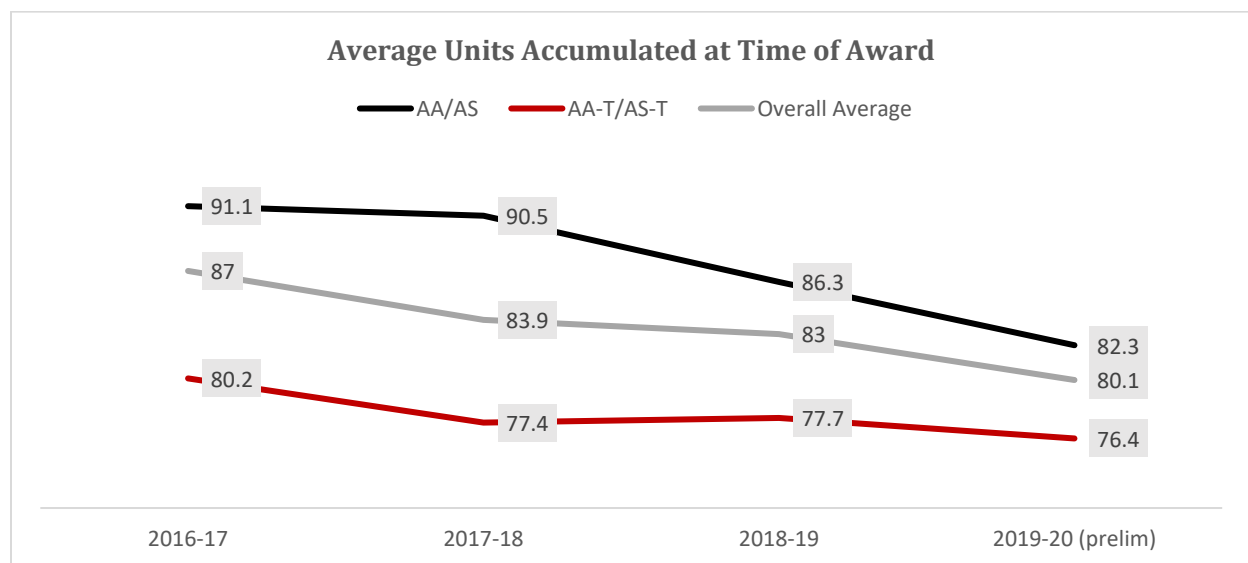


¹ Duplicate Awards:
<https://public.tableau.com/profile/bc.office.of.institutional.effectiveness#!/vizhome/BakersfieldCompletionandEfficiency/DuplicatedAwards>

Bakersfield College has also sustained its work to close the ADT completion gap among Latinx students. In line with Latinx enrollment trends, Latinx students represented 70% of all ADT completers in 2019-20.



Today, our graduates are completing their degrees with fewer units - on average, 6.9 units less than just four short years ago. Our ADT students graduate with even fewer excess units - 76.4 units - a stark contrast to the 91.1 units AA/AS students were graduating with in 2016-17.



Not only does this reduction in unit accumulation advance our progress toward the CCCCO's Vision for Success, it results in **less time and money to degree completion**.

At \$46/unit, the average cost to AA/AS completion was \$4,160.60 in enrollment fees alone in 2016-17. Since 2016, we have significantly scaled our ADT offerings, which now represent BC's primary awards to graduates. This shift in focus, combined with a more clear, direct path to completion, graduates today pay an average of \$3,513.40 for an Associate Degree for Transfer.

This is a **\$647.50 savings to the student**. With approximately 1,500 ADT graduates, this represents a **\$971,250 savings to taxpayers**.

LOOKING AHEAD

While these improvements are promising, Bakersfield College has renewed its commitment to racial equity in 2020-21. Our Commitment #1: A Racial Equity Student Success Agenda, will guide our work to close gaps in access and opportunity, momentum point completion, and completion of certificates and degrees for Black and Latinx students, specifically. In 2020-21, more students need to attempt transfer-level English and math across the institution.



PART III: Facilities & Infrastructure

Continue the implementation of Measure J Projects for 2020-21

Bakersfield College will continue to work with staff, faculty, and the community as we transform our campus and create a better BC by rebuilding our facilities and infrastructure. Construction will continue on the following projects.

- *Campus Center*
- *Field House Swing Space*
- *Memorial Stadium Phase II & III*
- *Science Engineering Building*
- *Camps Signage*
- *Gymnasium*
- *Infrastructure*
 - *TES Tank*
 - *Math Science Air Handler Replacement*
 - *Water Line Replacement*
 - *Humanities Elevator*

Establish A Peace Garden at the Main Campus

Work with campus and community groups to begin design of phase I of a multiphase project that will add multiple Peace Garden elements to the Panorama Campus.

PART IV: Leadership & Engagement

Continue to evolve the New Employee Orientation to include diversity training

The New Employee Orientation is a one-day orientation focusing on getting newly hired employees up-to-speed with various aspects of Bakersfield College. This includes an understanding of the services offered to our employees and students, access to technology, places to go for support, and includes a tour of the campus with lunch provided in the cafeteria. Part of the orientation includes introducing new employees to the culture of Bakersfield College, for example, how they can get engaged with our campus committees and how the college uses social media to stay engaged with each other and our community. This year, the focus has been on expanding the training on the BC

culture to include a higher emphasis on diversity and sensitivity to current social issues. The goal is to immediately develop curriculum to include in the orientation that speaks to BC's culture of diversity and inclusivity. We are working to accomplish this goal by:

- *Bringing in campus experts to speak on diversity issues*
- *Providing space to discuss diversity and current social issues*
- *Providing campus resources and opportunities to further their learning on diversity*

The success of this initiative will be measured by how many new employees completes the orientation with a goal of 100% of new employees completing the orientation.

Continue to evolve the new manager and new classified year-long seminars

Once classified and management employees complete the one-day New Employee Orientation, the employees are then enrolled in a year-long seminar to further orient them to the various nuances of BC. The training usually consists of 3-hour trainings that happen once a month throughout the year. The training typically focuses on two distinct topics each day and allow for a much deeper dive in each of those topics. This year, we are developing two new modules.

- *New Module #1: Introduction to the various remote user tools employed by the college. This could be things like Zoom, Canvas, SharePoint, Remote Access, etc.*
- *New Module #2: More in-depth diversity training. Taking the initial concepts presented at the New Employee Orientation and developing them further.*

The success of this initiative will be measured by how many of our new employees successfully complete the year-long seminar with a goal of 100% of new employees.

Regional Leadership & Engagement

Convene regional leaders in education, industry, research, and policy to identify and implement solutions to issues of poverty, unemployment, health disparities, and education rates in Kern.

- Implemented Centric Research Project on Public Health Pathway and service learning
- Homelessness and Data Project with Adventist health; includes projects to collect and analyze data on food and housing insecurity among BC students
- Launched a 3-part webinar series on the future of Kern in partnership with the National Renewable Energy Lab (NREL) to discuss transition of Kern's energy economy toward renewable sources.
- Secure resources for regional workforce development to facilitate the energy industry transition toward renewable energy, biofuels, and other climate restoration projects.