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

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.

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.

References:
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.

- **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:

- **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 toward completion of certificates and degrees, organized by the college’s meta-major and affinity group structure.

References:


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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.

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

What’s Next: Strengthening high-touch service with artificial intelligence technologies that provide accurate and timely interventions.

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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.

References:

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:

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:

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.