INTRODUCTION

This 2016-2018 written Strategic Enrollment Management Plan (SEMP) is the work of the Bakersfield College Enrollment Management Committee (EMC). The official role and purpose of the EMC is to develop a process for establishing enrollment goals, to identify specific actions to be taken in order to attain those goals, and to monitor progress on reaching them with a focus on managing enrollment. In addition, part of the charge of the EMC is to create a comprehensive, long-term plan which includes an annual assessment.

For the past two years, members of the EMC have worked together to determine how to best fulfill the purpose and meet the charge of the Enrollment Management Committee. They set three goals for the 2014-2015 and 2015-2016 academic years: 1) to provide information and educate the campus community about enrollment management concerns, 2) to evaluate and assess BC enrollment management and the processes we are using for enrollment management, and 3) to develop and publish a 3-year strategic enrollment management plan.

The third and final goal of the EMC listed above (to develop and publish a 3-year strategic enrollment management plan) is the most important goal, because this SEMP is designed to help meet the other two goals of informing and educating the campus community about enrollment management concerns and evaluating and assessing BC enrollment management and the processes we are using for enrollment management.

Although the primary writer of this Strategic Enrollment Management Plan is Mark Staller (Communication faculty, and the 2014-2016 faculty co-chair of the EMC), he has relied on the knowledge and expertise and divergent perspectives of the members who have served on the EMC over the past two years: Anthony Culpepper (Vice President, Finance and Administrative Services), Nancy Coyle (Admissions and Records Assistant), Zav Dadabhoy (Vice President, Student Affairs), Phil Feldman (Academic Development Faculty), Patrick Fulks (Biological Sciences Faculty), Nan-Gomez-Heitzeberg (Executive Vice President, and administrative co-chair of EMC), Billie Jo Rice (Behavioral Science Faculty, and Curriculum Committee faculty co-chair), Sue Vaughn (Enrollment Services Director), and Steven Watkin (Director of Outreach and School Relations). Viewing enrollment management from many different perspectives, these Bakersfield College administrators, faculty members, and classified employees have created a written Strategic Enrollment Management Plan that will both guide enrollment management assessment and planning and help all campus employees to understand the processes and procedures of enrollment management.
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PART 1: Explanation of the Function and Structure of the 2016-2018 Bakersfield College Strategic Enrollment Management Plan

The 2016-2018 BC Strategic Enrollment Management Plan has been designed to build upon, and synchronize with, the BC Educational Master Plan and the BC Strategic Directions Plan. In order for enrollment management to be “strategic,” a written enrollment management plan must be informed by the guiding documents of an educational institution. For Bakersfield College, these guiding documents are the Educational Master Plan (EMP) and the Strategic Directions document.

To avoid confusion between references to the Educational Master Plan (often abbreviated to EMP), we have added the word “strategic” to the BC written Enrollment Management Plan in order to yield a different acronym—SEMP—to refer to the Strategic Enrollment Management Plan. However, the term “strategic” is useful not just for creating an acronym: the term “strategic” reminds BC personnel that our enrollment management plan needs to be prudent: we want a practical enrollment management plan that helps us reach our institutional enrollment goals.

In addition to ensuring an enrollment management plan which is guided by institutional goals, objectives, and values, synchronizing the BC Strategic Enrollment Management Plan with the Educational Master Plan has this added advantage: we can take advantage of the detailed environmental scan that goes into preparing the EMP and avoid repeating this research for the SEMP.

The current BC Strategic Directions plan covers academic years 2015-2016, 2016-2017, and 2017-2018. This first written Strategic Enrollment Management Plan will be in effect for the next two academic years, 2016-2017 and 2017-2018, and it will then need to be revised to synchronize with the college’s 2018-2021 Strategic Directions plan.

If you look at the Table of Contents for this document, you will see that some sections of the BC Strategic Enrollment Management Plan are fairly static (and need very little updating from year to year), while other sections are more fluid (and require yearly updating). Specifically, Parts 1-6 of the SEMP will need to be changed very little, whereas a primary task of the Enrollment Management Committee will be to update the last four sections (Parts 7-10) of the SEMP each academic year.

The updatable sections of the SEMP create a fluid, flexible enrollment management plan that helps the EMC “close the loop” on enrollment management concerns and problems. After Part 7, which contains yearly updates to the BC environmental scan and BC enrollment goals, Part 8 requires EMC members to identify specific enrollment management concerns and problems, Part 9 requires EMC members to develop action plans to address these concerns and problems, and Part 10 requires EMC members to evaluate whether these action plans were carried out and whether they addressed the concerns and solved the enrollment management problems that were identified.
The more stable, static sections of the SEMP (Parts 1-6) give all college personnel a general understanding of the basic enrollment management goals and processes. Part 2 presents highlights from both the BC Educational Master Plan and the BC Strategic Directions document to establish the guiding principles for BC’s enrollment management. Part 3 presents additional guiding principles of enrollment management specifically for Bakersfield College.

Part 4 of the Strategic Enrollment Management Plan presents a Bakersfield College enrollment management flow chart designed to help all college personnel understand the steps or stages in enrollment management. (This flow chart can also be accessed on the EMC webpage, with an interactive Enrollment Management Process Graphic that contains “drop down” items which explain the people and procedures involved in each stage of student enrollment at Bakersfield College.)

Part 5 of the SEMP contains an enrollment management calendar (or timeline) that notes important dates and deadlines connected to the different steps or stages of enrollment management, and Part 6 presents enrollment management best practices, advice and warnings at all levels of enrollment management (college/district level, divison/program level, department level, and instructor/class level).

**PART 2: Highlights of the 2014-2017 Bakersfield College Educational Master Plan and the 2015-2018 Bakersfield College Strategic Directions Plan**

The BC Strategic Enrollment Management Plan is informed and guided by the following items:

- BC Mission Statement
- BC Vision Statement
- BC Core Values
- BC Institutional Learning Outcomes
- BC Strategic Directions
- BC EMP Environmental Scan Findings and Highlights

**BC Mission Statement:** “Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.”

**BC Vision Statement:** “Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.”
BC Core Values:

**Learning:** We foster curiosity, inquiry, critical thinking, and creativity within a safe and rigorous academic environment so that we might be empowered to radically transform our community into one that gives voice and power to all people.

**Integrity:** We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other’s vision to that we will be useful and effective in providing support, resources, and encouragement.

**Wellness:** We believe health and wellness to be integral and foundational elements, and we understand that a holistic education improves all aspects of the individual and the society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

**Diversity:** We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.

**Community:** We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff; in our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.

**Sustainability:** We recognize our responsibility for continuing and maintaining this institution which has been shaped by over 100 years of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our fiscal, human, and environmental resources into the future.

BC Institutional Learning Outcomes:

Upon completion of a degree program at Bakersfield College, students will…

**Think.** Think critically and evaluate sources and information for validity and usefulness.

**Communicate.** Communicate effectively in both written and oral forms.

**Demonstrate.** Demonstrate competency in a field of knowledge or with job-related skills.

**Engage.** Engage productively in all levels of society—interpersonal, community, the state and nation, and the world.
2015-2018 Strategic Directions for Bakersfield College:

**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.

**Findings and Highlights from the 2014-2017 BC Educational Master Plan:**

“A 2010 report from the Public Policy Institute of California projects a deficit of ‘1,000,000 college-educated workers’ in the state by 2025 unless California produces more graduates. Bakersfield College and its higher education partners must work to ensure that California educates 21st century thinkers and workers to close this gap.” (p. 9)

“The Kern Economic Development Corporation cites five major industry sectors that comprise the County’s labor portfolio.” (p. 10)

<table>
<thead>
<tr>
<th>Industry</th>
<th>Total Companies</th>
<th>Total Employees</th>
<th>Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation, Logistics, &amp; Advanced Manufacturing</td>
<td>60%</td>
<td>25,000</td>
<td>Energy, Agriculture, Distribution Centers</td>
</tr>
<tr>
<td>Energy &amp; Natural Resources</td>
<td>20%</td>
<td>20,000</td>
<td>Petroleum, Wind, Solar, Geothermal, Biomass</td>
</tr>
<tr>
<td>Value-Added Agriculture</td>
<td>10%</td>
<td>53,000</td>
<td>Processing/Packaging</td>
</tr>
</tbody>
</table>
Healthcare Services  5%  24,500  Hospitals, Nursing Care, Physician’s Offices, Labs
Aerospace & Defense  5%  20,000  Aerospace, Engineering, Aircraft Manufacturing

“In the Bakersfield-Delano Metropolitan Statistical Area, a few industries are projected to grow faster than others between 2010 and 2020. The California Development Department estimates a booming 43.3% growth in construction jobs, and 36.4% growth in administrative and support, waste management, and remediation services jobs in the same timeline. Professional and business services, including technical services are projected at 34.5% growth. Mining and logging, oil and gas extraction (27.5% growth); educational services, healthcare, and social assistance (27.1% growth); and transportation, warehousing, and utilities (26.2% growth) complete the list.” (p. 10)

“Specific occupations with the fastest job growth are expected to be: iron and rebar workers, telecommunications line installers and repairers, health and safety engineers, environmental technicians (including health workers), and software developers.” (p. 10)

“A better-trained workforce will improve not only the economic health of the Bakersfield region, but also the prosperity of the state of California….High under-employment tied to relatively low levels of education attainment is stubbornly undermining the promise of prosperity.” (p. 11)

**Degree Attainment in Bakersfield College’s Service Area Communities** (p. 12)

<table>
<thead>
<tr>
<th>Location</th>
<th>High School Diploma</th>
<th>Bachelor’s Degree or Higher 25+, 2008-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arvin</td>
<td>36.70 %</td>
<td>3.90 %</td>
</tr>
<tr>
<td>Bakersfield</td>
<td>78.20 %</td>
<td>19.90%</td>
</tr>
<tr>
<td>Delano</td>
<td>53.10 %</td>
<td>6.80 %</td>
</tr>
<tr>
<td>Lamont</td>
<td>36.40 %</td>
<td>2.60 %</td>
</tr>
<tr>
<td>McFarland</td>
<td>41.80 %</td>
<td>4.80 %</td>
</tr>
<tr>
<td>Shafter</td>
<td>57.00 %</td>
<td>6.10 %</td>
</tr>
<tr>
<td>Taft</td>
<td>67.30 %</td>
<td>8.90 %</td>
</tr>
<tr>
<td>Tehachapi</td>
<td>72.90 %</td>
<td>9.10 %</td>
</tr>
<tr>
<td>Wasco</td>
<td>52.80 %</td>
<td>4.20 %</td>
</tr>
</tbody>
</table>

“Bakersfield College plays a key local role in boosting the educational attainment of residents as they seek a secure future of steady employment.” (p. 12)

“Bakersfield College students who hold a high school diploma are the overwhelming majority of the college’s enrollment, and the number has increased by 5% over the last five years [to 84% in Fall 2013]. Despite their completion of a high school course of study, 84% of Bakersfield College’s first-time students are underprepared, which means they are not ready for college-level English, math, reading, or a combination of these.”
PART 3: Guiding Principles for Strategic Enrollment Management at Bakersfield College

In addition to the general guiding principles found in our BC Educational Master Plan and our BC Strategic Directions document, the members of the BC Enrollment Management Committee have developed five specific guiding principles for the written Strategic Enrollment Management Plan (SEMP) for Bakersfield College:

**The SEMP must require accountability, yet still allow for flexibility.** Because circumstances and situations change, a written plan must be capable of being adjusted. Thus, the last four parts of the BC SEMP need to be updated yearly. These yearly updates will allow the Strategic Enrollment Management plan to remain current and viable as college personnel involved in enrollment management make necessary and important updates to BC’s enrollment management goals and procedures. The yearly updates also build in accountability for identifying and responding to enrollment management issues and problems. Each year, members of the EMC will develop action plans to respond to enrollment management concerns, and they will evaluate whether these action plans were effective in order to “close the loop” and continuously improve enrollment management at Bakersfield College.

**The SEMP must focus on student retention and success.** A strategic enrollment management plan must do more than just set an FTES (Full-Time Equivalent Student) target and then strive to meet this target: a strategic plan must evaluate whether students are effectively meeting their educational goals by successfully enrolling in and completing their classes and certificate and degree programs. The members of the EMC recommend that Bakersfield College continue forward in its current initiative to develop “Guided Pathways” to increase student enrollment, retention, and success.

**The SEMP must encourage smart growth.** Because of its place in Kern County and in the Kern Community College District, Bakersfield College will almost always be in “growth” mode. The EMP environmental scan reveals high population and job growth in the Bakersfield area, and very low levels of educational attainment, so Bakersfield College can expect high demand to meet student educational needs for at least the next decade. In addition, since Bakersfield College is the only urban college in the Kern Community College District, when the district as a whole fails to meet enrollment growth targets (due to lower enrollments at our rural sister colleges), Bakersfield College may be asked to “step up” and increase enrollments even in low-growth years. Consequently, Bakersfield College must plan wisely as it continues to grow and to enroll more students.

**The SEMP should help to eliminate roadblocks and bottlenecks.** A strategic enrollment management plan will identify steps in the enrollment management process where students may be impeded in their educational progress, and then this strategic plan will have mechanisms in place to remove these roadblocks. Roadblocks and bottlenecks can occur in the college admissions process, in the process of receiving financial aid, in
the process of enrolling in classes, and even in the process of graduating from Bakersfield College. Members of the Enrollment Management Committee want to help college personnel to address enrollment management problems and remove obstacles for students.

**The SEMP should encourage and strengthen the collaboration and coordination (and synchronization) of college entities and agencies involved in enrollment management processes.** Bakersfield College created an Enrollment Management Committee because college leaders realized that enrollment management was too complex a process to be handled by one person. Strategic enrollment management, however, requires more than just the Enrollment Management Committee. Because so many people are involved in enrollment management at Bakersfield College, the EMC needs to help college personnel communicate about, and collaborate on, a wide variety of enrollment management issues and concerns. The written Strategic Enrollment Management Plan is one important tool the Enrollment Management Committee can use to help all college employees understand and effectively engage in enrollment management at all levels.