EDUCATIONAL MASTER PLAN

BAKERSFIELD COLLEGE | 2020-2023

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.

Table of Contents

I. Message from the President

Bakersfield College (BC) plays a critical role in improving the quality of life for the great majority of the citizens of Kern County who come from underserved communities. For most, higher education is the only way they can attain any measure of a middle-class standard of living. Bakersfield College's role in addressing persistent barriers to economic and social mobility is magnified in this community where, for too many, a college degree is seemingly out of reach.

According to data reported by the California Department of Education, Kern County's baccalaureate attainment rates are of significant concern. Rural service areas suffer baccalaureate attainment rates as low as 2.2%. Beyond the borders of Kern County, there is a widely recognized shortage of educated workers in California. The Public Policy Institute of California has estimated that the state will have a shortfall of 1.1 million workers with bachelor's degrees by 2030. Equipped with this knowledge, BC embraces a moral imperative to provide opportunities for social and economic mobility.

Bakersfield College's mission statement affirms diversity and a commitment to meeting diverse needs. It frames the fundamental work of providing the skills and academic preparation, certificates, and both associates and baccalaureate degrees that lifts our students and fuels our economy.

Bakersfield College's Core Values make visible the importance of Learning, Integrity, Wellness, Diversity, Community, and Sustainability embodied in the daily work of this college community. Our core values are real; they are not merely institutional formalities. They have consequence. We do not merely tolerate diversity, but embrace it. We do not grudgingly accept the other; we breathe acceptance. We welcome students without judging who they are or how they found us, and in helping them learn we teach them to value each other. As we live our core values, we teach our core values. For each other, for our students, and for our community.

True to our mission and core values, BC currently serves over 37,000 students a year – meeting them where they are: in our rural communities, in southwest Bakersfield, online, in our local high schools, and even in our prisons.

Bakersfield College has been a pioneer statewide, with a rich history of creating collaboratives and hosting advisory councils across the state to advance initiatives that impact all community colleges. For example, BC created and led the California Guided Pathways Advisory Committee from 2016-17 and played an instrumental role in securing resources for the guided pathways demonstration project for 20 California Community Colleges, and later the $150 million investment in guided pathways implementation statewide.

Bakersfield College has positioned itself well as a regional, statewide, and national leader in quality education. This work demands bold vision, courageous leadership, and unwavering commitment that will serve as our steady guide as we navigate the uncharted waters of innovation to advance equitable outcomes for all students. The Educational Master Plan (EMP) enacts this trifecta – vision, leadership, and commitment with a detailed plan for the college from 2020 to 2023.

Just as Edison – the greatest inventor in our history – made electric light accessible to the masses, it is our responsibility as educators to evolve and innovate toward efficiency, sustainability, and scalability to meet the needs of our 21st century learners. Bakersfield College's Educational Master Plan illuminates the work we will undertake to advance equitable student completion – on time and without excess units. Bakersfield College is committed to providing customized, concierge support so that getting on the path and staying on the path becomes as simple as flipping on a light switch.

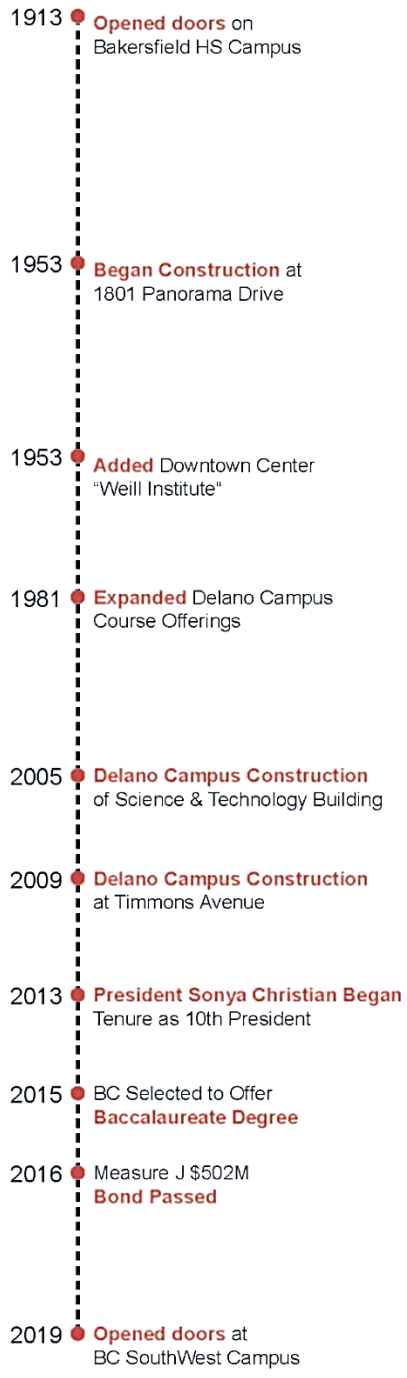
The EMP core team distributed draft versions of the EMP to college-wide committees and to specialized areas for review. Faculty, staff, administrators, students, and governance committees carefully reviewed the content, and implications of this document in spring 2020. Bakersfield College's Academic Senate approved the EMP on March 4, 2020, College Council on March 6, 2020, and the KCCD Board of Trustees on April 9, 2020. The EMP is accessible to all stakeholders at www.bakersfieldcollege.edu/emp.

With much Renegade Pride and Collegiality,

Dr. Sonya Christian,
President, Bakersfield College

@sonyachristian
sonyachristianblog.com
sonya.christian.96

II. History and Overview



Established in 1913, Bakersfield College (BC) is one of the oldest continuously operating two-year colleges in the nation. In 1913, BC opened its doors to 13 students. The needs of Kern County and the future success of our students has been our highest priority for the past 103 years.

It was April 30, 1953 that Bakersfield College broke ground and began construction on an empty, barren, *probably very dirty and dusty,* 153-acre lot on the Panorama Bluffs. Breaking ground on our beloved campus, overlooking the prolific Kern River oil field was just the beginning of a rich history at 1801 Panorama Drive. At the time, the campus had 15 buildings and greeted 1,400 students and 89 faculty members. In 1975, BC added the Downtown Center, now known as the Weill Institute.

Thirty-five miles to the north, the Delano Campus opened with 20 courses and nearly 400 enrollments. In 1981, the campus expanded to about 100 courses and maintained 600–800 students and 2,400 enrollments annually. Enrollment remained stable until the 2005 construction of the Delano Campus Science and Technology Building. In 2009, the Delano Campus consolidated operations at the current site on Timmons Avenue, where we now serve about 14,000 enrollments across over 700 sections annually.

The Panorama Campus now has 35 buildings over 700,000 square feet of instructional space, a 10-acre agriculture lab, and a full range of athletics facilities. In November 2016, Kern County citizens voted to pass Measure J, generating $502 million in bond funding for improvements and expansion of our facilities and infrastructure.

Today, BC's enrollment exceeds 37,000 students annually and we continue to grow, having seen a nearly *50 percent increase* in enrollment in the past five years. In 2018-19, the campus served over 16,800 full-time equivalent students. Our students are diverse and represent the communities we serve, with BC holding designation as a Hispanic Serving Institution.

With Kern County known as one of the largest agricultural and oil producers in the country; it is no surprise that BC's expansive list of vocational, technical, and career-driven programs have captured attention statewide. In January 2015, the California Community Colleges Chancellor's Office (CCCCO) announced their selection of BC as one of 15 California colleges to pilot a four-year baccalaureate degree program in Industrial Automation.

III. Data Prelude Overview

In the 2017 *Vision for Success*, the CCCCO and Board of Governors established ambitious system-wide goals for improved student outcomes. In 2019, the Student-Centered Funding Formula (SCFF) went into effect, ensuring community colleges are funded on how well their students are faring, no longer based solely on FTES.

Bakersfield College has seen tremendous student growth in the last five years and growth is expected to continue. In the last four years, BC has seen a 42% increase in enrollment. Of those students, BC serves a majority Latinx student population (68%) and an increasingly diverse student population with regard to first-generation status, Pell Grant eligibility, and AB540 eligibility (Appendix IE1). Notably, the Early College and Inmate Scholars programs have grown dramatically. In 2018-19, 94 Early College students earned an associate degree the same year they were awarded their high school diplomas and BC's first glass of 17 Inmate Scholars graduated with an Associate Degrees for Transfer in Communication.

Bakersfield College offers 31 Associate Degrees for Transfer (ADT), which include 14 Associate in Science (AS-T) and 17 Associate in Arts (AA-T). These degrees are designed to provide a clear pathway to a California State University (CSU) baccalaureate degree. California Community College students who are awarded an ADT are guaranteed priority admission to the CSU system. Through Guided Pathways, BC has removed barriers to advance equitable student completion having eliminated the ADT completion gap among Latinx students (Appendix IE2). In addition, BC offers a Bachelor of Science in Industrial Automation (INDA). BC is connecting its Early College pipeline to the INDA baccalaureate program, which will result in hundreds of additional INDA bachelor's in science graduates by 2025.

To advance the CCCCO *Vision for Success* and the SCFF, BC has identified four, research-based, campus-wide performance indicators (see Appendix IE3). Bakersfield College has seen tremendous growth for the percent of first-time students attempting 15+ units in their first term by meta-major (Appendix IE4). In addition to the meta-majors, affinity groups are also seeing improvements in student success through their Completion Coaching Communities. For example, BC's African American Initiatives has helped close the gaps in completion of transfer-level English through the Umoja program and are closing the gaps for in completion of transfer-level math (Appendix IE5).

BC's Office of Institutional Effectiveness (OIE) is leading the way in developing a highly accessible MIS-based research data warehouse. It is designed to allow for improved quality assurance over critical MIS data that is used in decision-making and in SCFF calculations. OIE supports BC's innovative approach to Data Coaching, through which 30+ data coaches support Completion Coaching Communities comprised of faculty, administrators, and student services professionals who provide wrap-around services to those enrolled in a specific meta-major or affinity group. OIE's Data Coaching curriculum has contributed to a strong data culture.

In collaboration with the CCCCO, BC pioneered the development of a powerful new platform that clarifies student pathways to program completion. In 2019, BC launched the Program Pathway Mapper (PPM), providing fully sequenced maps that current and prospective students can access on any connected device. The PPM has become the primary advising tool for counselors and outreach staff. Currently 27 community colleges and one CSU are implementing the Program Mapper, and BC recently secured nearly $400,000 in grant funding to co-develop a prototype for the CSU system. That work is expected to be completed by June 2020.

IV. External Environmental Scan

Higher Education Policy and Trends

In 2018, the governor and California legislature established AB 1809, a new funding formula for community colleges (Chapter 33, Statues of 2018). The legislation requires community colleges to link institutional planning to the state's broader educational plan. Specifically, AB 1809 requires districts to adopt college-level performance goals that are aligned with the goals outlined within the CCCCO system's *Vision for Success* that are measurable and accompanied by a clear timeline for improvement (Foundation for California Community Colleges, 2018).

Economy and Employment

Kern has five specific industries which export products and services from the county, bringing in new revenue: 1) Aerospace and Defense; 2) Renewable Energy and National Resources; 3) Health Care Services; 4) Transportation, Logistics, and Advanced Manufacturing; and 5) Agriculture (Kern Economic Development Corporation, 2019).

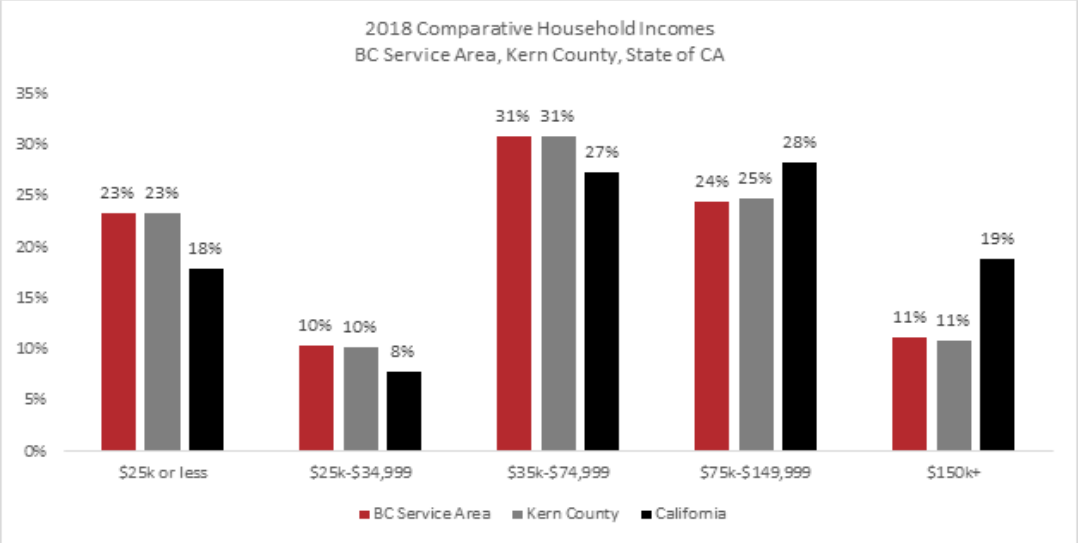
The Central Valley is growing rapidly, while the region has firmly established an economic stronghold with industries like agriculture, energy, space, and emerging high-tech. Kern County is home to approximately 139,000 aerospace jobs, with over 20,000 in Kern County, four times the national average (Kern Economic Development Corporation, 2019). Kern is fueling the nation in energy and natural resources, and is the leading energy provider for California in both traditional energy (e.g., oil and gas) and renewable energy (e.g., wind and solar). According to the Division of Oil, Gas, and Geothermal Resources, Kern is the number five oil-producing county in the nation, annually yielding 122 million barrels of oil and 298 million cubic foot of gas, representing over 70% of California's total oil and gas production. This sector in Kern County is the number one gross domestic product and tax contribution. Kern County leads as a producer of natural gas, hydro-electric power, geothermal, and mineral wealth (e.g., gold, borate, and kernite) (Kern Economic Development Corporation, 2019).

Along with the energy and natural resources growth, the health services industry is projected to be the fastest-growing job market in the next five years (Kern Economic Development Corporation, 2019). To keep pace with the job growth in this field, Kern County is investing in cutting-edge technology and offering the latest treatment options.

Kern County's transportation, logistics, and advanced manufacturing industry is strongly united with oil and agriculture, which continue to be the region's strongest assets. The region is home to over 50 distribution centers and employs 25,000 people in the transportation, logistics, and manufacturing industries with an average annual wage of over $57,000.

Lastly, Kern agriculture products feed communities around the world, leading the nation in pistachios, almonds, grapes, citrus, and milk. The agriculture industry generates a fifth of the county's gross domestic product and employs almost 20 percent of its workforce (Kern Economic Development Corporation, 2019).

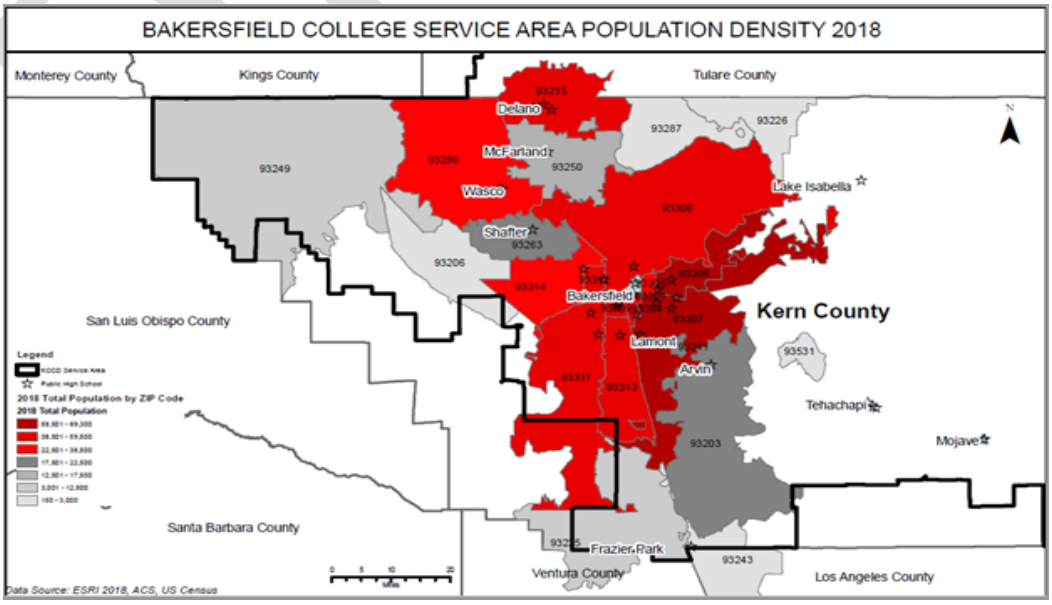
Despite these thriving sectors, the per capita income in this area is among the lowest in California, at $21,094, well below the state average of $31,458 (see the chart below).



The United State Bureau of Labor Statistics (2019) reports that the unemployment rate in Kern County well exceeds the national rate at 10.0% as of March 2018 (compared to 3.7%), while nearly a quarter of residents live below the poverty line. In many of our service-area rural communities, such as Lamont and McFarland, residents experience poverty rates topping 35% and debilitating unemployment over double the national average.

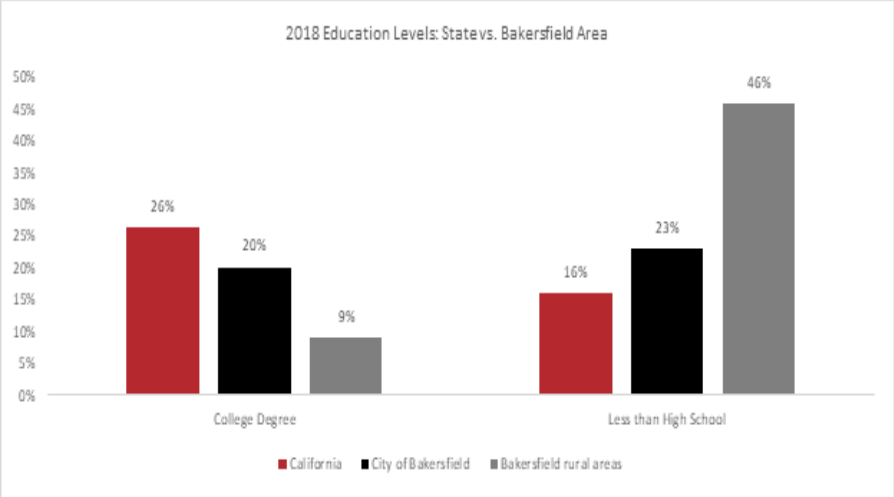
Population Served

The Kern Community College District is comprised of Bakersfield College, Cerro Coso College, and Porterville College. The district serves communities over 24,800 square miles, with Bakersfield College serving approximately 5,000 square miles. While Bakersfield College is not the largest geographically, it is the most densely populated (see the map below), serving over 37,000 students annually. Specifically, Bakersfield College students represent approximately 75% of the district-wide Full-Time Equivalent Student (FTES) count.



Assigned Service Area

Attainment of a college degree or credentials is critical to the economic advancement of individuals across the state and this is certainly true of those in the communities served by BC. For the city of Bakersfield, attainment of a college degree is lower than the average for California (20% and 26%, respectively). Degree attainment in the surrounding rural areas (Delano, South West, and North West cluster) is even lower (9% and 26%, respectively), just a fraction of the statewide average.



Latinx residents currently constitute about 52% of Kern County's population and 48% of Bakersfield's population (ACS, 2019). The next largest ethnic group in Kern County, White, represents 37% of the population but is expected to shrink over 1% by 2021. The median age of Kern County is around 31.3 years old, and will continue to remain relatively young (ACS, 2019).

V. Internal Environmental Scan

Bakersfield College is steadily increasing its capacity to serve students in locations beyond the main Panorama campus. These satellite locations are integral to BC's strategy to make college accessible to its students.

Fall Enrollments and FTES Trends by Site

Site	Fall 2019 Census Enrollment	Fall 2019 FTES	Fall 2018 Census Enrollment	Fall 2018 FTES
Dual Enrollment	4,839	516.2	4,305	467.5
Inmate Scholars	1,609	172.7	1,410	160.9
Online, Hybrid, Distance Education	13,033	1,212.9	9,787	916.1
Rural North Kern Campuses	4,195	515.7	4,192	483.5
Rural South Kern Campuses	351	37.9	310	35.2
Southwest Campus	3,139	363.7	2,007	221.2

From fall 2018 to fall 2019, BC Dual Enrollment census enrollments increased by 534 or 11%, BC Inmate Scholars census enrollments increased by 199 or 12%, BC Distance Education (Online & Hybrid) census enrollments increased by 3,246 or 8%, BC Rural (North and South Kern) census

enrollments increased by 44 or 1%, and BC Southwest Campus census enrollments increased by 1,132 or 36%.

Student Population

Bakersfield College is committed to serving the diverse economic, cultural, and educational backgrounds within our community. Students enroll in Bakersfield College with hopes and dreams to pursue their goals in life, and BC's annual unduplicated headcount continues to increase. Fall census enrollments have grown 17% to just under 79,000 annually.

VI. Intersegmental Approach for the Future

Low baccalaureate attainment rates in the Central Valley have a massive impact on the health of our communities. By leveraging intersegmental pathways, BC will meet the evolving workforce demands and improve the economic vitality of the region. Proposed solutions include:

1. Scale BC's Bachelor of Science in Industrial Automation via Early College pathways
2. Scale BC's Bachelor of Science in Industrial Automation via Inmate Scholars Program
3. Intersegmental curricular alignment to baccalaureate completion via program mapping
4. Address academic and non-academic barriers via the College Promise

The California Community College (CCC) system is the largest system of higher education in the nation, serving 2.1 million students and growing. Compared to the CSU and University of California (UC) systems, ***CCCs have the greatest capacity*** to produce a massive volume of highly qualified workers and have the ability to grow enrollment at faster rates than CSUs and UCs. Bakersfield College has increased enrollment nearly 50% in five years, innovatively serving over 37,000 students annually on campus, in high schools, and in prisons.

Community College Capacity to Advance Equitable Baccalaureate Attainment: By 2030, 65% of California's population will be people of color. In 2030, 60% of jobs in California will require some form of postsecondary credential, at which point only 35% of the population will be White. The only way to meet industry demand is to increase the number of people of color with postsecondary education. CCCs are best positioned to advance equitable baccalaureate attainment, currently serving ***70% of all Latinx college-goers and 72% of all Black college-goers*** in California.

Intersegmental Solution #1: Scale BC's Bachelor of Science in Industrial Automation via Pathways in Early College and Inmate Education

Bakersfield College's B.S. in Industrial Automation (INDA) has been visionary in serving as the central provider of highly qualified graduates for positions in the Central Valley. Automation has decreased cost while increasing productivity, leading to growth in the STEM industry in the Central Valley. The program's unique specialization in automation supplies a steady, well-qualified workforce to companies in the Central Valley that have traditionally outsourced work to meet

demand.

Baccalaureate Scalability via Early College*:** Intentional alignment with BC's Early College program – among the largest in the state with over 14,000 enrollments annually will expand program capacity and the college's ability to address statewide demand by 2030. ***Early College is also BC's signature strategy in addressing equitable college access and completion, with students of color representing 90% of participants and achieving a 90% course success rate consistently. BC's intentional recruitment will create a pipeline for students to enter BC's Bachelor of Science in Industrial Automation program beginning as early as the 9th grade. Currently, 374 high school students are already on track to BC's B.S. in Industrial Automation degree. As BC scales its Early College efforts to additional high school sites, we can expect to see the number of B.S in Industrial Automation degree holders grow.

BC's intentional recruitment will create a pipeline for students to enter the baccalaureate program beginning as early as the 9th grade. The following actions support program recruitment and expansion of the baccalaureate pipeline via Early College:

- Comprehensive student educational plan mapping from the 9th grade to the baccalaureate
- Intentional recruitment activities through Early College
- Intentional Scheduling to ensure progression toward B.S. program entry

Financial Benefit: California community college baccalaureate students can earn a four-year degree at a fraction of the cost of CSU and UCs tuition and fees alone. In addition, students who attend CSUs and UCs are more likely to incur greater costs for housing, transportation, and other student services.

	UC	CSU	Community College
Tuition (120 unit/four years)	$50,280	$22,968	$10,560[1]
Fees (four years)	$3,872[2]	$3,140[3]	$152
Tuition – Fees Total	**$54,152**	**$26,108**	**$10,712**

The Early College strategy significantly reduces the cost of the community college baccalaureate degree, as students do not pay for tuition, fees, or textbooks. Assuming the average Early College student graduates with one year/30 units of lower division coursework, that is a savings of $1,380 in tuition and fees alone, resulting in a total tuition and fee cost of only $9,332 in three years.

Graduation Year	Projected Graduates
2022	15
2023	20
2024	25
2025	30
TOTAL	**90**

As BC scales its Early College efforts to additional high school sites, so, too, will Early College B.S. in INDA student enrollment. Through the innovative and complementary strategies, BC conservatively projects 90 additional graduates will earn a B.S. from BC by 2025. However, accounting for site expansion to additional high schools, BC could project double the Early College high school site participants in the next 3 years, resulting in as many as 678 additional B.S. graduates in 2023-2024. See Appendix XYZ for a full list of proposed strategies to scale the B.S. in INDA.

[1] BC Lower division coursework: $46/unit; Upper division coursework: $130/unit
[2] UC Merced fees
[3] CSU Bakersfield fees

Intersegmental Solution #2: Scale BC's Bachelor of Science in Industrial Automation via Pathways for the Incarcerated

Bakersfield College is a leader in providing high quality education to incarcerated students, serving over 1,800 incarcerated students across nine prisons and 15 yards. Through BC's program, 14 students stand ready to matriculate into a bachelor's degree pathway, having already completed their A.A. degrees through BC at Kern Valley State Prison – Yard B.

Baccalaureate Scalability via Inmate Scholars: Carving a pathway to bachelor's degree completion for incarcerated students not only addresses a major societal need, it gives these 14 inmate scholars the opportunity to pursue advanced education. BC has approximately 65 other students in the pathway at KVSP and anticipate 10 to 15 graduates per year given scheduling constraints. No other community college in the state is offering face-to-face instruction leading to a bachelor's degree. With this scale-up, BC anticipates graduating up to 80 students with a B.S. in Industrial Automation by 2025. See Appendix XYZ for a full description of needs related to scaling the B.S. program via the Inmate Scholars Program.

Graduation Year	Projected Graduates
2021	12
2022	14
2023	16
2024	18
2025	20
TOTAL	**80**

Intersegmental Solution #3: Intersegmental curricular alignment to baccalaureate completion via program mapping

Bakersfield College leaders spent 18 months on fully mapping and sequencing its pathways into our Kern Promise: Finish-in-4 maps through which students can complete an ADT in 2 years and earn a guaranteed spot at CSU Bakersfield with junior level standing. For that work, the college has earned several prestigious state awards since 2016.

- Campaign for College Opportunity Award for 900% growth in ADT offerings (2016)
- CCC Chancellor's Office Student Success Award for Transfer Pathways (2018)
- Dr. John W. Rice Student Success Award (2019)
- Campaign for College Opportunity Champion of Higher Education (2019)

Bakersfield College leaders took its high-touch mapping work to the next level, envisioning and developing a twenty-first century, online roadmap for all programs of study, published and publicly available in the Program Pathways Mapper. With 30 California community colleges already using the Mapper and more in the queue, BC has garnered both state and national attention since 2018:

- $2.3M CCC Chancellor's Office Innovation Award for the Program Mapper (2018)
- Ellucian National Impact Award Finalist for the Program Pathways Mapper (2019)
- National League of Innovation Award for the Program Pathways Mapper (2019)
- $400k College Futures Foundation Award for the development of CSU Transfer Maps (2019)

Looking ahead, BC will utilize the resources and visibility earned through initial innovation to expand its curricular alignment and mapping work to the full CSU system and begin deepening alignment with the UC Transfer Pathways. In particular, STEM pathways to UC baccalaureate completion will be of primary focus.

To clarify the pathways for STEM students to transfer to UC campuses, the new UC4ME program will organize UC4ME agreement writing trips to each UC. Attendees from BC will be key STEM

faculty chairs, faculty, the Dean over the STEM Completion Coaching Team, counselors, and the Director over counseling. By 2022, these teams will participate in intersegmental alignment work to create 4-year course sequences that will allow students to start in STEM majors at BC and graduate from both BC and at UC Merced and UC Los Angeles. All maps will be approved in BC-UC faculty meetings at these institutions, and then, formal MOUs will be approved by the school administrations. See Appendix XYZ for a detailed description of the UC4Me Project.

Intersegmental Solution #2: Address academic and non-academic barriers via the College Promise

By utilizing the principles of the Guided Pathways framework, a completion-focused, equity-minded College Promise will focus on two prongs:

1. ***Mitigate Academic Barriers to Completion***: removing obstacles in academic pathways by creating clarity, effective onboarding practices, and support to ensure students stay on path to completion
2. ***Mitigate Non-Academic Barriers to Completion***: Building community coalitions to ensure holistic student support; strategically leveraging financial aid and scholarship dollars to remove financial barriers

Bakersfield College will resource two key projects related to non-academic barriers and basic needs focused on holistic student health and addressing housing insecurity among students. See Appendix XYZ for details on the BC Wellness Project Collaboration with Centric Health and Appendix XYZ for details on BC's Housing & Homelessness Project.

VII. Equity and Completion through Guided Pathways for the Future

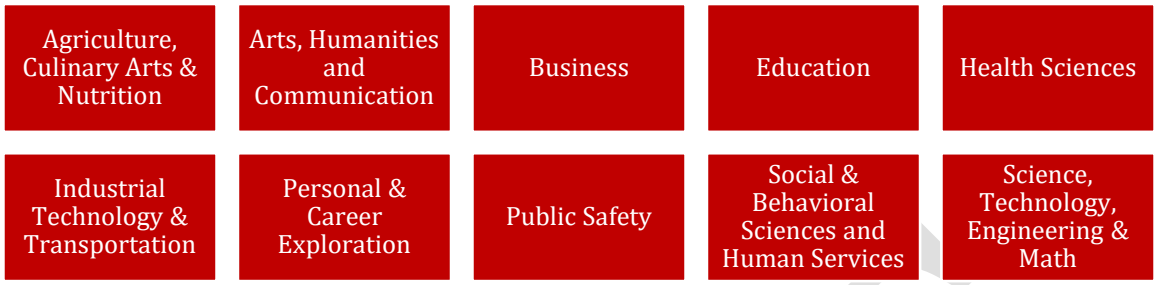
Since beginning its Guided Pathways (GP) implementation in 2014, BC has seen universal growth and improvement across virtually every student success metric at the college. To ensure that more students complete and/or transfer – on time and without excess units – BC has ***intentionally designed an innovative, formal structure*** through which cross-functional teams of faculty and staff are responsible for advancing four key research-based momentum points. The goals have become the college's mantra and the aligned activities our practice.

BC's Momentum Points

- Attempting 15+ units in the first term
- Completion of transfer-level math and English in the first year
- Attempting 30+ units in the first year
- Completion of 9 core pathway units in the first year

Bakersfield College's GP implementation has required a campus wide effort to redesign existing structures to advance equitable access and completion, which has led to whole-college gains in our GP momentum points. Increases in student completion of transfer-level English and math are critical in stabilizing the college in a time of transition to a new funding formula, while in turn greatly improves the likelihood of completion of degrees and transfer.

Bakersfield College has organized all programs of study into 10 meta-major "Learning & Career Pathways."



Progression and Momentum

Completion of Transfer-Level English & Math in the First Year: With evolving changes in placement practices since 2015, BC has achieved significant improvements in completion of transfer-level English and transfer-level math in the first year 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 6.9 percentage points from 15.3% to 22.2%, and completion of transfer-level math by 5.1 percentage points from 4.7% to 9.8%. We have also made major strides for our largest disproportionately impacted student populations, as seen below:

Latinx Student Completion of Transfer-Level English & Math:

- English: 7.9 percentage point increase – a 79% increase in successful students
- Math: 5.6 percentage point increase – a 190% increase in successful students.

Black Student Completion of Transfer-Level English & Math:

- English: 6.5 percentage point increase - a 133% increase in successful students
- Math: 2.7 percentage point increase - a 142% increase in successful students

Vision for Success Goal: BC will decrease the average units earned per completed associate degree from 92 in 2016-2017 to 84 in 2021-22, a decrease of 9%.

Attempting 15+ Units in the First Term and 30+ in the First Year: Since adopting the Guided Pathways framework, BC has altered our messaging to students about the timeline 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 5 percentage points from 9.5% to 14.5% since 2015. We have increased first-time students who attempt 30+ units in the first year by 2 percentage points from 9.7 to 11.7% since 2015.

Latinx Student Full-Time Unit Attempts

- 15+ Units: 5.9 percentage point increase – a 95% increase in successful students.
- 30+ Units: 2.7 percentage point increase – a 51% increase in successful students.

Black Student Full-Time Unit Attempts

- 15+ Units: a 0.3 percentage point increase – a 33% increase in successful students.
- 30+ Units: First time Black students have remained steady in this metric. In 2018-19, four BC saw a 17% increase in successful students.

Completion & Transfer

In May 2019, Bakersfield College awarded 3,335 degrees and certificates to 2,746 graduates – the largest graduating class in the history of the college. Among them were 94 rural high school students earning their associate degrees for transfer (ADT) at the same time they earned a high school diploma via BC's Early College Program. Ninety percent of BC's 10,000+ Early College enrollments are students of color who achieve an enviable 90% course success rate.

Black: First-time Black students have seen a 4.3 percentage point increase in three-year degree completion, which is a 42% relative percentage increase in a three-year period.

Latinx: With major investments in streamlining transfer pathways to our largest transfer institution, CSU Bakersfield, and making those maps accessible in the Program Pathways Mapper, BC closed the Latinx gap in associate degree for transfer attainment from 61.6% to 67.4% of degree completers. The proportion of Latinx ADT completers now matches their representation among the overall student population of 67%.

Projected graduates by Meta-Major: Based on recent trends, Bakersfield College projects a steady 5.5% increase in graduates by Learning & Career Pathway.

Vision for Success Completion Goal: BC will increase the total number of annually completed associate degrees from 1,165 in 2016-2017 to 1,552 in 2021-22, an increase of 33%.

Vision for Success Transfer Goal: BC will increase the number of completed ADT degrees from 552 in 2016-2017 to 745 in 2021-22, an increase of 35%of 35%

Meta-Major	2019-20	2020-2021	2021-2022	2022-2023
Agriculture, Nutrition, & Culinary Arts	129	136	143	151
Arts, Humanities, & Communication	554	584	616	650
Business	286	302	318	336
Education	537	567	598	631
Health Sciences	386	407	430	453
Industrial & Transportation Technology	414	436	460	486
Public Safety	326	344	363	383
Social & Behavioral Sciences	343	362	382	403
STEM	108	114	120	126

New Workforce Programs

To meet evolving economic demands, Bakersfield College has developed innovative curricular programs to enable students to transition successfully into the workforce. New Programs include entrepreneurship, non-credit CDCPs, the HireUp Homeless to Work program, expansion in allied health programs, and renewable energy. See Appendix XYZ for information on BC's HireUp project and Appendix XYZ on a virtual partnership with the National Renewable Energy Resource Lab.

Vision for Success Goal: BC will increase the percent of exiting CTE students who report being employed in their field of study from 66% in 2014-2015 to 69% in 2021-22, an increase of 3%.

VIII. Student Learning: Leveraging Academic Technology Opportunities for the Future

Leveraging Academic Technology to Improve Scheduling

Bakersfield College will implement a campus-wide scheduling system with predictive analytics to will replace Schedule+. The platform will also handle all event scheduling. The predictive analytics functionality will drastically improve the college's ability to make data-driven scheduling decisions. The finalized schedule of classes will be more relevant and precise, making better use of campus resources and reducing barriers to completion for students.

BC will expand fully-online degree programs through the Central Valley Consortium-Online Education Initiative-Career Technical Education (CVC-OEI CTE) Goes Online Grant. This $500,000, grant will allow BC to post four to six new CTE programs fully online, with CVC-OEI approval to be offered through the course exchange (at the discretion of the teaching faculty). The grant will support BC's initial efforts to develop structure and protocols for badging for academic and professional development purposes and will expand the college's development and use of Online Educational Resource (OER) materials in these courses and programs.

Leveraging Academic Technology to Implement Badging

Funded by the CTE-Online grant, BC is developing badging for a large number of courses and programs, down to the student learning outcome level. The goal is to provide a higher-resolution picture of student learning and attainment which will facilitate employer communication and the transfer of credit. In the development of badges for courses and programs, BC will enable students, employers, and other institutions to access the critical points of learning in a way that is portable, verifiable, and student-oriented. See Appendix XYZ for more information.

Leverage Academic Technology to Improve Distance Education Offerings

Bakersfield College's Academic Technology Department will improve the quality of BC's universal distance education offerings by offering of an online certification series for faculty, *Design Tools* for Canvas trainings, and systems and procedure refinement for the development and evaluation of online courses. Additionally, BC will expand faculty training for equity in instructional practice.

In partnership with CVC-OEI and BC's Academic Support Programs, BC will improve student support for online learning by increasing the number and quality of academic services available online, and also through the expansion of the Renegade Online Student Hub. The Hub currently has locations in Shafter and on the Panorama Campus, with additional locations in the planning stages.

Funded by the CTE-Online grant, BC will develop badging for a large number of courses and programs, down to the Student Learning Outcome (SLO) level. The goal is to provide a higher-resolution picture of student learning and attainment which will facilitate employer communication and the transfer of credit. In the development of badges for courses and programs, we will enable students, employers and other institutions to access the critical points of learning in a way that is portable, verifiable, and student-oriented. See Appendix XYZ for more information.

Leveraging Academic Technology to Improve Professional Development

Bakersfield College will improve onboarding and reduce the time and expense of training new hires. In a broad effort, the Academic Technology Department is focusing on initiatives to train employees on new systems, Canvas-eLumen assessment practices, pedagogy and teaching, and equity-centered practice. Including FLEX weeks, the department offers over 250 workshops a year.

IX. Facility & Infrastructure Opportunities for the Future

Future Capacity for the Growth

Linking the Educational Master Plan's internal and external analysis to Weekly Student Contact Hours (WSCH) and space quantification completes the process of planning for future instructional capacity. It balances a comprehensive program of campus development within the current curriculum, instructional delivery modes, learning environment, and necessary support structures. The extent and direction of future curriculum development is ambiguous, but the visions of future curriculum, the needs of the labor market, interests of prospective students, opportunities provided by the four-year transfer institutions, BC's mission, and priorities and financial resources are all factors to be considered when charting the future direction of BC.

By considering the expected economic and fiscal factors out to 2030, BC projects a WSCH growth at an average annual rate of 3%. The strategic goal is to plan sufficiently for facilities that are flexible enough to accommodate additional enrollments when they do materialize.

Baseline Term Analysis and WSCH Projections

The fall 2019 program of instruction provided a snapshot in time that served as a baseline for this Educational Master Plan EMP. A planning model was created to address the capacities for the future and provided the foundation from which a future program of instruction could be projected. Additional details, by major instructional area and discipline, are found in Appendix XYX (on campus) and Appendix XYZ (off campus).

Space Projections

Educational planning involves a mixture of methods and a variety of assessments. The facilities master plan, in support of the EMP strives to:

- assure sufficient facilities to accommodate higher enrollment numbers;
- improve the teaching/learning environment;
- address new program development;
- integrate the latest technological innovations; and,
- provide adequate space configuration that permits flexible teaching methods.

Two things result directly from this declaration. The first is the need for a very detailed assessment of space needs for growth. The second is the opportunity to plan for facilities that may better serve the instructional and support services programs at Bakersfield College. It is an opportunity for overall improvement of services at BC. Measure J and state bonds provide an opportunity for good planning and adequate facilities to meet Kern County's future.

The current comprehensive analysis of projected space needs, by major instructional area and discipline, can be found in Appendix XYZ (main campus) and Appendix XYZ (Weill Institute) of this EMP. The analysis takes into account the current and planned capital construction and applies the State's space standards to the projected WSCH.

X. Acknowledgements

Bakersfield College developed the Educational Master Plan 2020-2023 with broad engagement among faculty, staff, and committees. Under the visionary leadership of President Sonya Christian, Billie Jo Rice, Vice President of Instruction, served as the lead for this project. The Steering Team held an open forum on January 16, 2020 through which over 50 attendees helped shape the development of the plan.

The following groups and individuals contributed to the EMP.

Project Steering Team

- Todd Coston, Director of Information Technology
- Grace Commiso, Counselor
- Jessica Wojtysiak, Interim Dean of Instruction
- Lesley Bonds, Director of Student Success & Equity

Contributors:

- Amber Hroch, College Institutional Researcher
- Craig Hayward, Dean of Institutional Effectiveness
- Mike Giacomini, Vice President of Finance & Administrative Services
- Stephen Pelz, Executive Director of The Housing Authority of the County of Kern
- Bill Potter, Executive Director of Facilities & Operations
- Bill Moseley, Dean of Academic Technology
- Marisa Marquez, Interim Director of Counseling
- Stephen Waller, Dean of Instruction
- Charles Daramola, Public Health Faculty
- Emmanuel Mourtzanos, Dean of Instruction
- Cynthia Quintanilla, Counselor – Industrial Technology
- Lora Larkin, Interim Dean of Instruction
- Phil Feldman, Faculty – Education
- Isabel Stierle, Faculty – Biology
- Julie Lowe, Faculty – Chemistry
- Hal Mendoza, Faculty – Computer Science
- Brent Wilson, Faculty – Physical Science
- Timothy Plett, Faculty – Physical Science
- Sandi Taylor, Director of Athletics
- Keith Ford, Associate Director of Athletics
- Christie Howell, Faculty – Behavioral Science
- Erica Menchaca, Faculty – Education
- Teresa McAllister, Faculty – Education
- Cathy Ryan, Counselor – Disabled Students Programs and Services
- Kenward Vaughan, Faculty – Physical Science
- Eileen Pierce, Program Manager – Academic Support

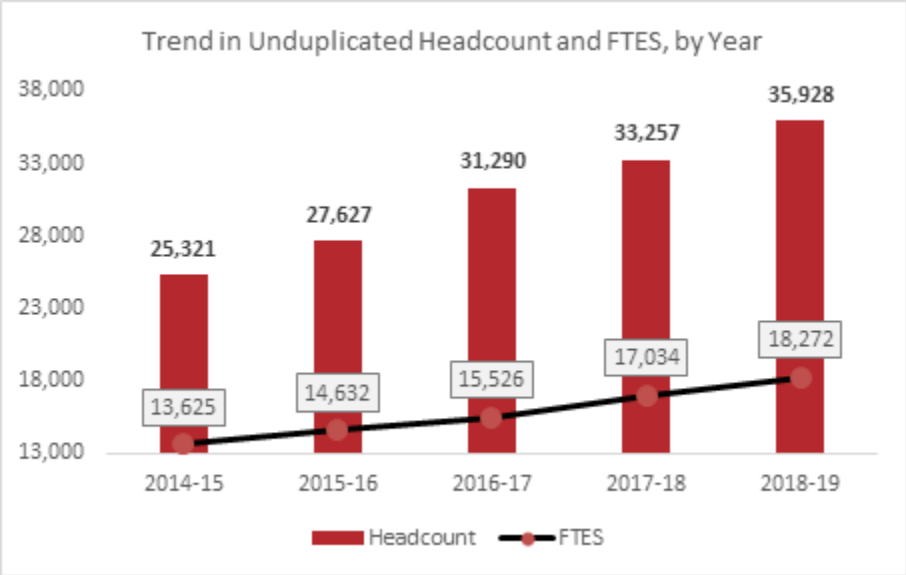
- Amanda Stone, Program Manager – Financial Aid
- Bill Rector – Faculty – Behavioral Sciences/Westec
- Richard McCrow, Dean of Instruction
- Michelle Puentes, Executive Secretary – Behavioral Science
- James McGarrah, Faculty – Physical Science
- Kalina Hill, Program Manager – Testing and Placement
- Sabrina Aguilar, Program Manager – Early College/Inmate Scholars
- Cynthia Zamora, Counselor – Early College
- Imelda Valdez, Director of Extended Opportunities Programs & Services
- Brian Sivesind, Faculty – Performing Arts
- Cristal Rios, Budget Analyst
- Monika Scott, Program Manager – Marketing & Public Relations
- Aubrey Priest, Program Manager – Industrial Technology
- Martin Perez – Program Manager – Engineering
- Consuelo Gonzalez – Program Director – Math, Engineering, and Science Achievement
- Bradley Cramer, Tutoring Center
- Kimberly Arbolante, Program Coordinator – Writing Center
- Angelica Perez, Program Manager – Inmate Scholars
- Jennifer Johnson, Faculty – Nursing
- David Neville – Faculty – Foreign Languages
- Chris Holland, Faculty – Communication
- Erin Auerbach, Faculty – Communication/Journalism
- Helen Acosta, Faculty – Communication
- Andrea Thorson, Dean of Instruction
- Anthony Cordova, Director of Career Technical Education
- Nick Strobel, Faculty – Physical Science
- Stephanie Hartfield, Program Manager – Student Success & Equity
- Pamela Davis, Faculty – Foreign Languages
- Ashlea Ward, Program Manager – Outreach & School Relations

Committees:

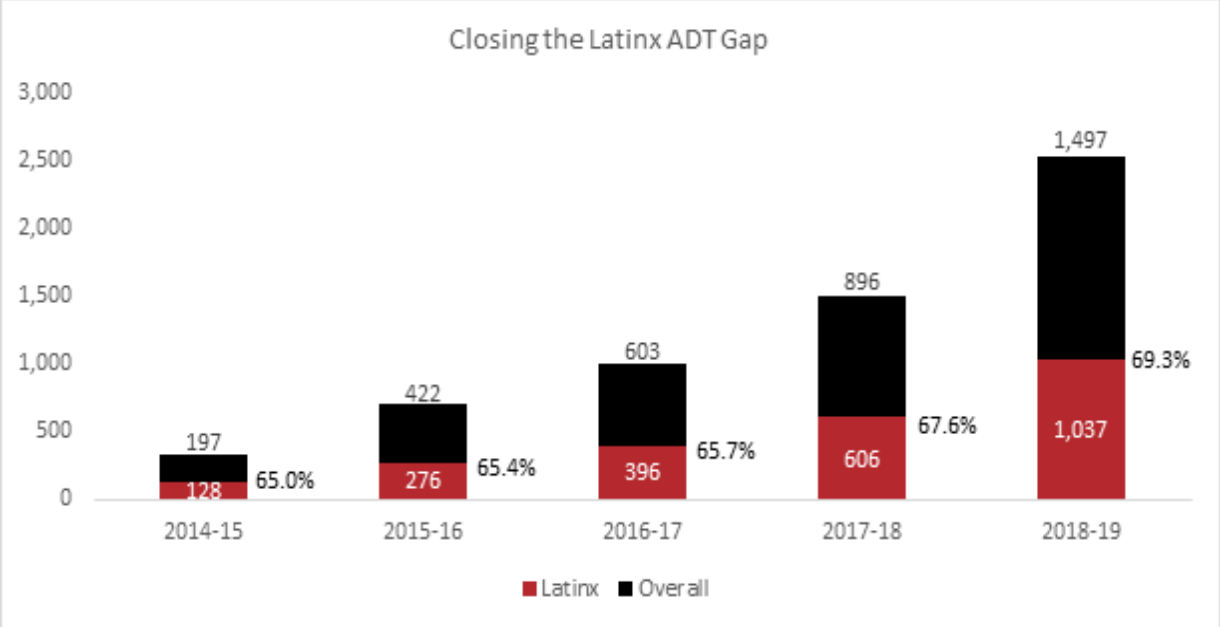
- College Council
- Academic Senate
- Administrative Council
- Student Affairs Leadership Team
- Facilities & Sustainability Committee
- Faculty Chairs and Directors Council
- Educational Administrators Council
- Assessment & Institutional Quality Committee
- Information Services Instructional Technology

XI. Appendices

IE1. Trend in Unduplicated Headcount and FTES, by Year



IE2. Number of ADTS, Overall and by Latinx

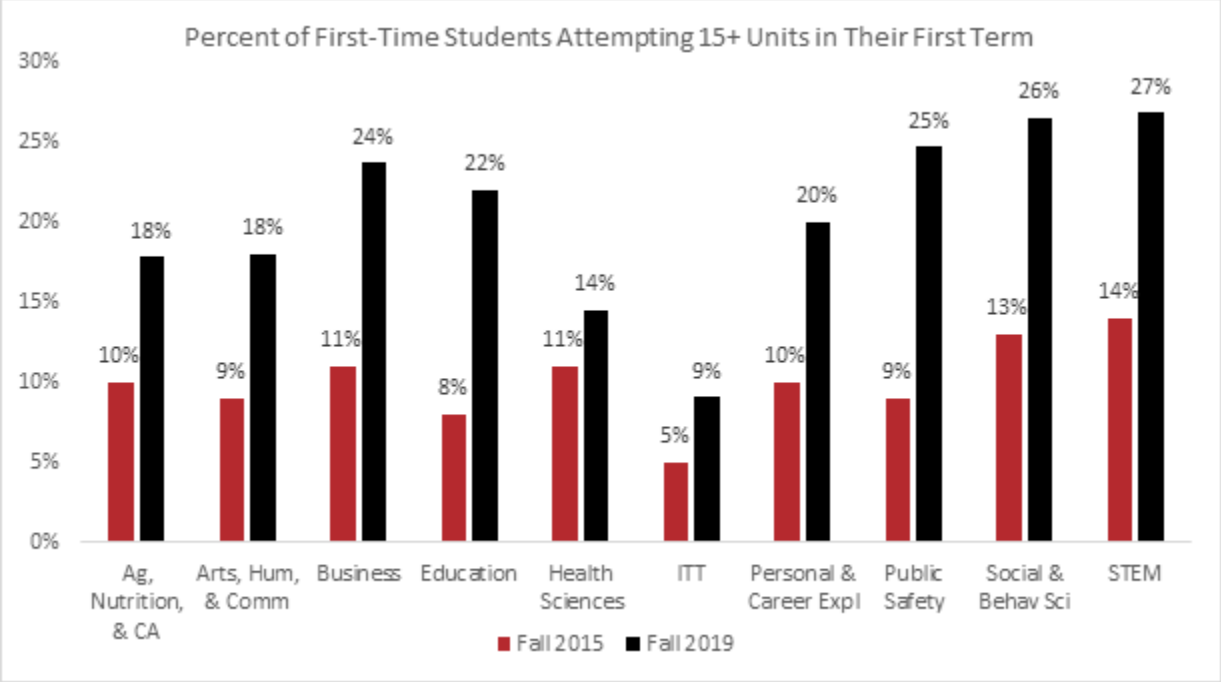


IE3. Bakersfield College's Guided Pathways Momentum Points

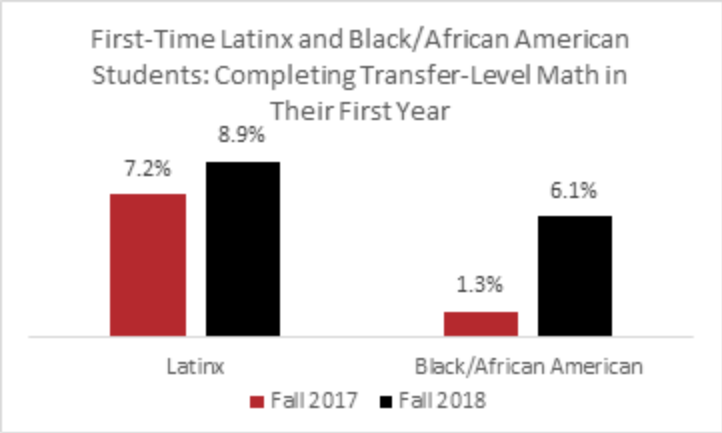
BC's Guided Pathways Momentum Points

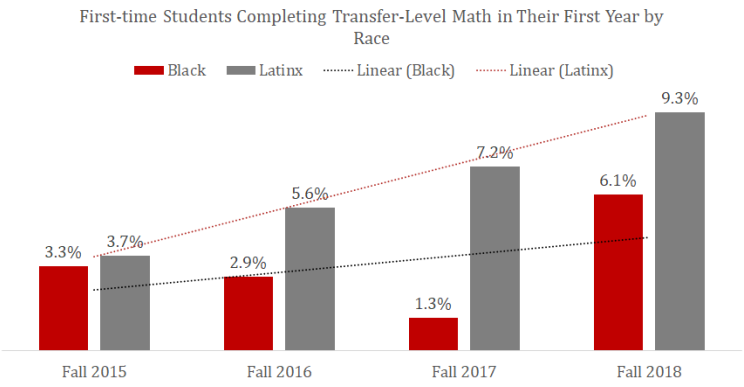
- *Attempt 15 units in the first term*
- *Attempt 30 units in the first year*
- *Complete transfer-level English and math in the first year*
- *Complete 9 core pathway units in the first year*

IE4. Percent of First-Time Students Attempting 15+ Units in Their First Term



IE5. First-Time Latinx and Black/African American Students Completion of Transfer-Level Math in Their First Year





IE6. First-Time Latinx and Black/African American Students Completion of Transfer-Level Math in Their First Year