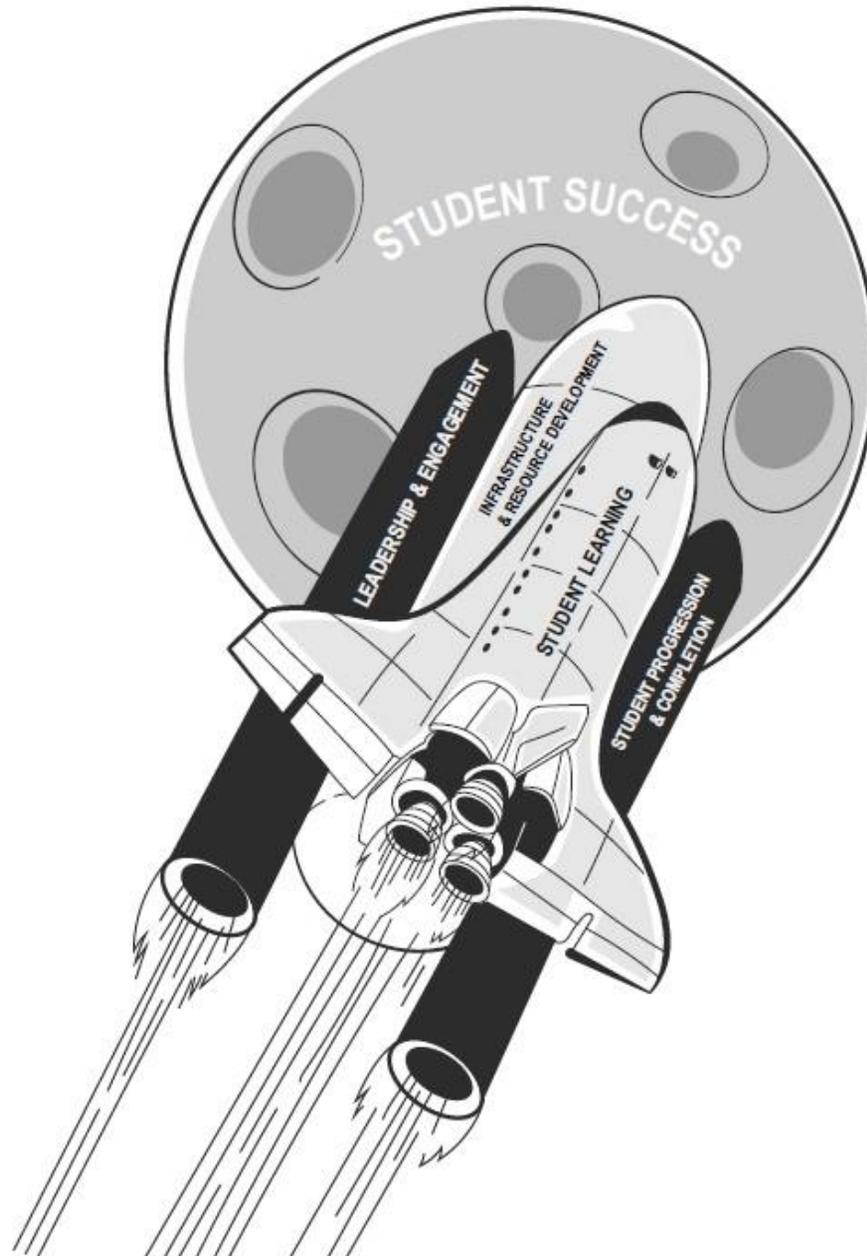


Bakersfield College

2021-2024 Strategic Directions



Strategic Directions Core Team

Lead - Todd Coston (Admin)
Grace Commiso (Faculty)
Gian Gayatao (Student)
Craig Hayward (Admin)
Sondra Keckley (Faculty)
Teresa Mcallister (Faculty)
Kara McDonald (Admin)
Erica Menchaca (Faculty)
Bill Moseley (Admin)
Kristin Rabe (Classified)
Brent Wilson (Faculty)
Jessica Wojtysiak (Admin)

April 28, 2021

President's Message:



As a leader in higher education, Bakersfield College has been a pillar throughout the community, blazing a trail at the forefront of the intellectual, cultural and economic vitality for Kern County. Our work is critical for building the solutions to some of our greatest societal and economic challenges including job stability, income disparities, workforce development, inequality, wellness, safety, and community health.

BC's Strategic Directions are the fundamental principles that keep us focused on building *A Better BC and a learning ecosystem which fosters student success and community-wide innovation. In our work, we continue to expand and dig deeper into our Guided Pathways, exploring objectives and recognizing the many untraditional ways students of today benefit from credit for prior learning, badging, micro-credentialing, and competency-based education.*

We continue to build a better Kern County through A Better BC; cultivating the resources necessary to harness smart technology that never performs in high-tech-isolation, but always with a heartfelt-and-enhancing human element. Our high-tech, high-touch systems at BC are making a difference in the realms of enrollment, onboarding, and student progression, offering students crystal clarity on their path towards award completion.

With our students in mind and at the heart of all we do, the home of the Renegades is transforming before our eyes. We continue to make strides with new state-of-the-art facilities like BC's Campus Center, the Science and Engineering building, and the new Ag Pavilion. These campus enrichments bring with them extraordinary potential, including industry partnerships, giving Renegades unparalleled opportunities to grow, learn, advance their skills, exercise their innovation, and obtain lifelong careers.

Every piece of our institutional structure is vital to the engine that transforms our students into graduates and community leaders. BC's Strategic Directions Report is the culmination of our entire campus coming together with an ambitious vision and meticulous planning to examine every facet of this institution, from curriculum and technology to operations and finances. It's important to note that the information contained in this report are directions, not goals. Goals denote an eventual end point, while directions continue to point the way toward ever-evolving, ever-innovating growth.

As our community and nation work to not only recover from the coronavirus pandemic, but also repair and heal outstanding racial and structural inequities, what we do at Bakersfield College and our progression towards these goals is far more important than ever before.

President's Message continued...

As we move forward with BC's core values as our guide, Renegades are embracing the responsibility to continue serving as a beacon for understanding through reflection, education, and growth. The Renegade community will always advocate for peace, health, wellness, and equality - on campus, in the community, and for our students, their families, friends, and neighbors.

Bakersfield College will always be committed to doing good and doing what is right, guided by strategic directions, led by our core values, and put into action by every Renegade in our campus community.

Bakersfield College has a bright, sustainable, and responsible future; one where we will continue to serve with greater understanding, one where we will leverage innovative resources to improve our educational ecosystem, one where we cultivate a garden of compassionate, caring, and daring leaders who grow in love for their community and have the power to be the solution to some of our greatest challenges.

It's an exciting time to be at BC.

President - Dr. Sonya Christian

Strategic Directions Core Team



Todd Coston,
Lead
Executive Director,
Technology &
Planning



Jessica Wojtysiak
Dean of Instruction



Erica Menchaca
Professor, Education



Bill Moseley
Dean of Instruction,
Academic Technology



Sondra Keckley
Faculty Librarian



Gian Gayatao
Student



Brent Wilson
Associate Professor,
Physics



Grace Commiso
Counselor



Craig Hayward
Dean, Institutional
Effectiveness



Teresa Mcallister
Professor, Education



Kristin Rabe
Media Services
Coordinator



Kara McDonald
Program Manager,
Students Success
and Equity

Executive Summary

A core team was identified to reevaluate the college's strategic directions and update initiatives for the 2021-2024 Strategic Directions plan. One of the first steps was to brainstorm what internal and external influences might affect the new strategic plan. Some examples were the state budget, the impact of the COVID-19 pandemic on colleges, and the enhanced focus on diversity and equity. The second step was to review the previous strategic plan's development process and look for ways the process and the initiatives could be improved.

The process of developing the strategic plan happened over many months. The team typically met every two weeks starting in late 2020 until April 2021. During those meetings the team reviewed the 2018-2021 strategic plan and identified initiatives to include in the new plan-either unfinished work or work that wasn't started before 2021. The team then brainstormed projects and work areas the college was already focusing on and identified areas that needed documentation of their work. The team then reached out to those areas' leads and had them write a 2-3-page document answering two questions. The first question was, "What overarching work has been done the last couple of years related to this topic/project?" The second question was, "What goals/ initiatives do you envision, to move the work forward on this topic, for the next 3 years?" The team reviewed all the responses and extracted specific strategic initiatives for each area to populate the next version of Bakersfield College's strategic directions plan.

One of the key changes in this strategic directions document, compared to the 2018-2021 document, is an adjustment to one of the four strategic directions. The previous strategic direction #3 was titled, *Facilities and Technology* and it centered around the work that would ultimately lead to the Measure J bond. Now that the bond has passed and the work is in progress, the direction has been refocused and is now titled, *Infrastructure and Resource Development*. The title still captures the capital projects being done but also refocuses the direction of some of the additional work being done related to resource development. Additionally, with each direction there is a one sentence definition or statement about the direction. The updated statement for Infrastructure and Resource Development reads, "A commitment to cultivating resources to provide a quality educational infrastructure and continuously improve the student learning environment." As the new strategic directions plan has evolved and been revised, it is clear the college continues to set high, yet attainable goals that continue the amazing work BC is known for.

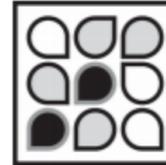
BAKERSFIELD COLLEGE

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.



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



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 so that we will be useful and effective in providing support, resources, and encouragement.



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



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.



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.

Bakersfield College 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 promotes equity and fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

Approved by College Council, October 14, 2020

Vision

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.

2021-2024 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.

Infrastructure and Resource Development

A commitment to cultivating resources to provide a quality educational infrastructure and continuously improve the student learning environment.

Leadership and Engagement

A commitment to build leadership within the College and engagement with the community.

Road Map to Institutional Effectiveness and Student Success

The following pages include the initiatives developed for each of the 2021-2024 Strategic Directions. The intent is to complete the initiatives over the course of three years. Each year the College will evaluate the progress made on each initiative.

Annual reports will be due in late spring and will focus on the status of the initiatives. Using the icons below, the scorers will report on the progress of each initiative. Green means an initiative has been completed, yellow indicates the work is in progress, and red shows that work has not yet begun. Initiatives with yellow or red icons will need to include action plans for completion. Scorer reports will be directed to the Accreditation and Institutional Quality Committee (AIQ) for review. Following its charge, AIQ will “review and monitor evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement.” AIQ will analyze the scorer reports, create a summary, and present the information to College Council in late Spring.

A scorecard of the initiatives with the most recent score will be available on the Bakersfield College website.



Complete!



In Progress



Not Started

Strategic Direction #1— Student Learning

#	Initiative	Measurement	Lead Scorer	Other Scorers
<u>Humanizing Learning</u>				
1.1	Adoption of instructional and communication tools and resources.	Resources created and hosted on web.	Dean of Instruction, Academic Technology	Instructor, Instructional Technology
1.2	Trainings and workshops for faculty on pedagogical strategy.	Trainings offered on regular schedule.	Dean of Instruction, Academic Technology	Instructor, Instructional Technology
1.3	Direct, one-on-one and group instructional design help to shape each course to be more humanized and more equitable.	Cohorts 2 & 3 completed with Person Up.	Dean of Instruction, Academic Technology	Instructor, Instructional Technology
<u>Inmate Education</u>				
1.4	Build Inmate Education collaborations in new locations.	List of new locations and establish a pilot course at each location.	Program Manager, Inmate Scholars	N/A

Strategic Direction #1— Student Learning

1.5	Offer re-entry services to formerly incarcerated students.	Report identifying services provided. (Dedicated Counselor for formerly incarcerated students will develop and maintain list of formerly incarcerated students and services provided.	Program Manager, Inmate Scholars	N/A
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OER's/Instructional Resources

1.6	Develop college-wide plan for OER.	Presentation of plan to Governance.	Dean of Instruction, Academic Technology	Program Manager, Academic Technology and Professional Development
1.7	Develop OER-supported course shells for 15 high-impact courses.	Completion of course shells through Person Up.	Dean of Instruction, Academic Technology	Program Manager, Academic Technology and Professional Development Instructor, Instructional Technology

Adult Education

1.8	Increase approved non-credit certificate course offerings by 20% yearly.	Tableau Historical Trend Dashboard.	Executive Director-Rural Initiatives	AEP Program Managers, Curriculum Committee Co-Chairs; Deans of Instruction
1.9	Enroll and serve 75 participants by 2022 (SOAR).	COF- Grant reporting.	Executive Director-Rural Initiatives	CTE Program Manager, AEP Program Managers

Strategic Direction #1— Student Learning

1.10	Graduate 9 cohorts of students (Project HireUp).	Report displaying graduates for 9 cohorts of students.	Executive Director-Rural Initiatives	CTE Program Manager,AEP Program Managers
1.11	Increase Adult School student DE & CE enrollment by 5%.	Establish a process for onboarding DE & CE Adult School students. Process published in Adult Education website. Tableau Enrollment Dashboard.	Executive Director-Rural Initiatives	Admissions and Records, AEP Program Managers

Career Technical Education

1.12	Expand workforce development opportunities into the Energy Program.	Energy web site, Advisory board minutes, posted webinar sessions.	Director, Technology and Transfer Workforce Development	Curriculum Co-chairs, Program leads (faculty representation)
1.13	Implement Credit for Prior Learning units for equivalent experience from the industry.	Board docs related to Credit for Prior Learning, Credit for Prior Learning website.	Dean of Instruction (CTE)	Curriculum Co-chairs, Director, Veterans Services, Director, Enrollment Services
1.14	Increase the median annual earning for student exiting programs will support the students.	Launchboard and student success data reports, KCCD Institutional effectiveness dashboard data.	Dean of Instruction (CTE)	Program Manager, Student Employment
1.15	Increase success rate for CTE courses (Core Indicator 1 Technical Skill Attainment) to 90% reducing repeating courses.	Institutional Effectiveness dashboard data.	Dean of Instruction (CTE)	CCTP2 Program Manager , CTE Committee, KCCD Institutional Research analyst specific to CTE

Strategic Direction #1— Student Learning

1.16	Develop 3 additional apprenticeship programs working with various industry partners (retail/hospitality, automotive, and electronics).	Approval from the state and development of program.	Dean of Instruction (CTE)	Curriculum Co-chairs
Career Technical Education (Internships)				
1.17	Expand Student Employment placements on campus, creating more career related opportunities that allow them to enroll in Work Experience to gain credit.	Documented growth above baseline. JobSpeaker data to show increase of work experience and job placements.	Program Manager, Student Employment	Job Development Specialist, Director, Financial Aid
1.18	Increase the enrollment of Work Experience by 10%.	Utilize KCCD dashboard to show increase in enrollment.	Program Manager, Student Employment	Director, Institutional Effectiveness
1.19	Actively participate in meetings with the Workforce Investment Board, America’s Job Center of California and Chamber of Commerce to engage potential employers.	Career education website advisory board pages.	Dean of Instruction (CTE)	Program Manager, Student Employment, Job Development Specialist

Note: Supporting documentation for Student Learning initiatives are linked to the titles of each section, and can be found in [Appendix A](#).

Strategic Direction #2— Student Progression and Completion

#	Initiative	Measurement	Lead Scorer	Other Scorers
<u>Auto Enrolling in Default Pathways</u>				
2.1	Develop a process to handle auto -enrollment for new students.	Project management outline available for a process to handle auto-enrollment.	Dean for Enrollment Management	Lead for Starfish
2.2	Implement a process for autoenrollment for new students.	Process created utilizing technology to auto-enroll new students (collaboration with KCCD DO IT, N2N, & Starfish to electronically enroll students based off of their ed plan data).	Dean for Enrollment Management	Lead for Starfish, KCCD DO IT Manager
2.3	Automatically enroll 100% of new students over the span of the next three years.	Report of students auto-enrolled (collaboration with outreach to ensure included in orientation process for students to opt into the process).	Dean for Enrollment Management	Lead for Starfish, KCCD DO IT Manager, Executive Director for Outreach, Assistant Director for Outreach

Strategic Direction #2— Student Progression and Completion

8 Week Sessions

2.4	Increase the number of 8+8 programs by 3.	Data from scheduling software and information 8+8 webpage.	Program Manager, BCSW	Director, Student Success & Counseling
2.5	Increase the number of courses offered in the 8-week format by 10%.	Reports from the scheduling software.	Program Manager, BCSW	Director, Student Success & Counseling
2.6	Build a repository of 8-week program maps into Program Mapper.	Program Mapper Inclusion.	Program Mapper Leads	Dean, Institutional Effectiveness, Program Manager, BCSW

Competency Based Education

2.7	Bakersfield College will use current decision-making structures and research-based data to identify a program that would be best suited to create a direct assessment-CBE alternative for students.	Select a program for CCCCO CBE pilot.	CBE Implementation Team Co-Chairs	Dean, Academic Technology
2.8	Bakersfield College will work with external partners (community, industry, K12, higher education) to develop a clear path for students entering and exiting the program, whether through graduation or transfer to a credit-based system.	Complete related modules in CCCCO CBE pilot.	CBE Implementation Team Co-Chairs	Dean, Academic Technology

Strategic Direction #2— Student Progression and Completion

2.9	Bakersfield College will collaborate with the appropriate stakeholders to ensure rigor of the program and to plan for wrap-around services for students from diverse background and learning needs.	Complete related modules in CCCCCO CBE pilot.	CBE Implementation Team Co-Chairs	Dean, Academic Technology
<u>Early College</u>				
2.10	Continue connecting dual and concurrent enrollment opportunities to guided pathways and scaling up Early College implementation with high school partners.	Increase dual enrollment course offerings at high school sites. Increase certificate and degree completion pathways available at the high schools, and the number of students graduating from high school with college certificates and degrees. Increase student enrollments in dual and concurrent enrollment courses, specifically with African American high school students.	Program Director, Early College	Executive Director, Outreach and Dual Enrollment
2.11	Continue to streamline Early College enrollment processes.	Replace paper Dual/Concurrent Enrollment form with online process. Integrate new online form with Banner to auto-enroll dual enrollment students.	Program Director, Early College	Executive Director, Outreach and Dual Enrollment

Strategic Direction #2— Student Progression and Completion

Non-Credit Courses/Career Development College Preparation				
2.12	Identify current community needs that can be best served through noncredit courses and/or programs and address those needs systematically.	Document list of noncredit courses and programs, including proposed ones.	Program Manager, Adult Education	Dean of Instruction (CTE), Curriculum Co-Chairs
2.13	Institutionalize college-wide processes and best practices for developing, offering, and reviewing on noncredit courses and/or programs.	Update Curriculum Committee Reference Guides/Handbook.	Co-chairs Curriculum Committee	Program Manager, Adult Education, Program Review Co-Chairs
2.14	Clarify student on-ramps and off-ramps for entering and transitioning out of noncredit courses and/or programs including the utilization of the Program Pathways Mapper.	Establish internal credit/noncredit CPL process and publish noncredit options in the PPM.	Curriculum Co-Chairs	Dean of Institutional Effectiveness
Leadership Institute				
2.15	Create and launch an Applied Leadership Program.	Enrollment of students in program.	Dean, Academic Technology	Education department chair

Strategic Direction #2— Student Progression and Completion

Data Driven Support

2.16	Provide an easily accessible web page that details who the data coaches are and which area they support.	A current web page with the information.	Dean, Institutional Effectiveness	N/A
2.17	Improve tracking of the effectiveness of enrollment and retention campaigns.	Develop method for evaluating impact of Starfish-based communication campaigns, beginning with enrollment focused campaigns.	Dean, Institutional Effectiveness	Starfish lead
2.18	Leverage the integration of Starfish data in the Research Data Warehouse to better understand and track student plans and activities, including meetings with counselors, and receipt of/response to Starfish flags.	A) use RDW to calculate and report on-path percentage based on students' education plans; and B) develop model of impact of Starfish flags and activities, including student meetings with counselors.	Dean, Institutional Effectiveness	Starfish lead

Financial Aid

2.19	Increase financial applications by 5% over the next three years.	Tableau Dashboards (ISS and Program Review).	Director of Financial Aid	N/A
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Strategic Direction #2— Student Progression and Completion

2.20	Increase financial awareness by 5% over the next three years.	Summer bridge participation, expanding through Financial aid's social media, emails, text and Five9 (software) phone calls.	Director of Financial Aid	N/A
<u>Academic Support</u>				
2.21	Make the Lab more relevant to student needs and objectives by redesigning the PLATO-based learning software curriculum so that it reflects a CBE (Competency Based Education) model	Completion of CBE tracks.	Education department chair	Dean, Academic Technology
2.22	Discuss the arrangement for post Pandemic Tutoring with 3 physical sites and now a permanent 4th component, Tutoring Online, and draw up a plan before mid-summer 2021.	Launch of redesigned tutoring.	Education department chair	Dean, Academic Technology
<u>Enrollment Trends Related to the Pandemic</u>				
2.23	Data focused calling campaigns organized by Affinity Group, Pathway, and/or academic department.	Number of additional units of enrollment post-campaign above baseline trend (difference-indifference analysis).	Program Director, Outreach and School Relations	Dean of Instruction (Guided Pathways)

Strategic Direction #2— Student Progression and Completion

2.24	Distribution of CARES Act & HEERF monies for incentives.	Impact of CARES Act & HEERF funds on student enrollment, above baseline trend.	VP, Student Affairs	Dean of Institutional Effectiveness, Director of Financial Aid
2.25	Increase flexible scheduling and modality options (e.g., hybrid).	Dashboard showing trend in modality options over time, by term.	Program Director, Outreach and School Relations	Enrollment Management Co-chairs
<u>Student Health and Basic Needs</u>				
2.26	The Student Health and Wellness Center looks to expand its current services by adding online screenings, more immunizations on campus, teleconsults with a licensed therapist to help with local referrals, and to expand on mental health services.	Documented expansion of services added.	Director, Student Life	Program Manager, Adult Education
2.27	The Renegade Pantry program looks to continue its drive-thru service to allow an option for students to pick up food supplies during the COVID-19 crisis.	Report on quantity served.	Director, Student Life	Program Manager, Adult Education
2.28	Make grab-and-go options and pop-up pantries a readily available means to students around the campus on a weekly basis.	Documented grab-and-go options for each week. Photos of grab-and-go pantries.	Director, Student Life	Program Manager, Adult Education

Strategic Direction #2— Student Progression and Completion

Dual Enrollment

2.29	Develop dual admissions pilot with CSUB.	Proposal to merge CCCApply and CSU Apply. Onboarding and enrolling 500 dual admission students.	Director, Enrollment Services	Dean of Institutional Effectiveness; Director of Admissions, CSUB
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Note: Supporting documentation for Student Progression and Completion initiatives are linked to the titles of each section and can be found in [Appendix B](#).

Strategic Direction #3— Infrastructure and Resource Development

#	Initiative	Measurement	Lead Scorer	Other Scorers
<u>Private Philanthropy and Building Naming</u>				
3.1	Identify naming opportunities for the new Measure J funded buildings to honor donors and provide additional revenue for the college.	List of buildings that have been named through the process along with donation amount.	Executive Director, Foundation	Foundation Board, Budget Manager
3.2	Expand alumni donations and engagement.	Documented alumni donations.	Executive Director, Foundation	N/A
3.3	Leverage BC Foundation Board of Directors to expand college network for fund development purposes.	Documented additional donors as a result of work with Foundation board.	Executive Director, Foundation	N/A
<u>External Internet</u>				
3.4	Improve the reliability of existing Wi-Fi in all of our internal spaces .	Wi-Fi heatmaps demonstrating the coverage by each access point.	Director, Information Technology	ISIT

Strategic Direction #3— Infrastructure and Resource Development

3.5	Expand the Wi-Fi footprint to include all of our green spaces and parking lots.	Wi-Fi heatmaps demonstrating the coverage by each access point.	Director, Information Technology	ISIT
3.6	Evaluate the use of Wi-Fi mesh networks to extend the campus Wi-Fi signal into rural areas.	Documented plan for extending the campus network.	Director, Information Technology	ISIT, Program Manager, Rural Initiatives
Campus Beautification				
3.7	Completion of the Peace Garden Complex.	Photos of final completed project.	Director, Facilities	Facilities Committee, Director, Student Life
3.8	Completion of new Science & Engineering Building.	Photos of completed project.	Director, Facilities	Facilities Committee
3.9	Completion of new Athletics Center (gym).	Photos of completed project.	Director, Facilities	Facilities Committee
3.10	Completion of the re-model of the Welcome Center.	Photos of completed project.	Director, Facilities	Facilities Committee
3.11	Completion of the re-model of the Administrative Services building (former bookstore and business office).	Photos of completed project.	Director, Facilities	Facilities Committee

Note: Supporting documentation for Infrastructure and Resource Development initiatives are linked to the titles of each section and can be found in [Appendix C](#).

Strategic Direction #4— Leadership and Engagement

#	Initiative	Measurement	Lead Scorer	Other Scorers
<u>Economic and Workforce Development</u>				
4.1	High Roads Training Partnership BC/KCCD will develop a strategic workforce development plan to prepare workers for quality high roads jobs projected to be in demand over the next 30-50 years.	Documented plan.	Director, Communications and Community Relations	Admin and Faculty Leads of HRTP Branches: Energy TTWD, HEAL & AG , Lead, HRTP/Kern Regional Workforce Development steering group
4.2	Curriculum development: develop at least two degree or certificate programs, credit or non-credit, consistent with the goals of HRTP (see #1).	Identified in BC Catalog.	Energy TTWD Curriculum Taskforce	Curriculum Co-chairs
4.3	Offer 3 webinars aimed at sharing information to the broader community regarding the researching findings of the HRTP project.	HRTP Webpage, Agendas for Webinars.	Director, Communications and Community Relations	Admin and Faculty Leads of HRTP Branches: Energy TTWD, HEAL & AG, Lead, HRTP/Kern Regional Workforce Development steering group

Strategic Direction #4— Leadership and Engagement

Faculty Diversification and Development				
4.4	Need for fiscal and human resources to expand the scope of the Faculty Diversification program.	Hiring of FT Faculty member to lead program.	Dean, Academic Technology	N/A
4.5	There will be a need for faculty mentors to play an active role in guiding fellows explore and develop practices for teaching in a diverse college setting.	Recruitment of faculty mentors and program for recruitment.	Dean, Academic Technology	N/A
4.6	Foster and cultivate newly hired URM faculty to improve diversification.	Cohort graduates increase year over year.	Dean, Academic Technology	N/A
Guided Pathways Leadership				
4.7	Engage faculty in student enrollment efforts via Starfish training.	Starfish trainings held and report of faculty trained.	Guided Pathways Dean	Leads for Starfish
4.8	Institutionalize faculty pathway lead role to promote student progression and completion.	LCP Pathways report of faculty lead participation. LCP faculty leads report of momentum pts, utilizing dashboards, presented to college council.	Guided Pathways Dean	Leads for Starfish, Umoja Lead

Strategic Direction #4— Leadership and Engagement

Academic Senate Leadership				
4.9	The development of a comprehensive equity plan for the college led by a collegewide team with representation from all areas of the college.	Documented equity plan.	Co-chairs EODAC	Academic Senate
4.10	If Bakersfield College is accepted into the CCCC collaborative on Competency-Based Education, the Senate will create an implementation task force that will bring recommendations to the Academic Senate on all matters pertaining to the implementation of competencybased education that are under the Senate’s 10+1 responsibilities.	Task force created and published on their own committee page https://committees.kccd.edu/bc . Reports posted to the Senate meetings supporting documents.	Academic Senate President	Academic Senate
4.11	Active participation in the development of a new Budget Allocation Model for KCCD that is based on the Student-Centered Funding Formula (SCFF).	Senate appointed participants in the budget model creation. Budget model developed.	Academic Senate President	Academic Senate

Strategic Direction #4— Leadership and Engagement

Accessibility				
4.12	Establish an Accessibility Training Plan.	Documented plan.	Assistant Director, Academic Technology & Professional Development	Professional Development Committee
4.13	Develop a Microsoft Office Accessibility course.	Documented course material and SLO's.	Assistant Director, Academic Technology & Professional Development	Accessibility Taskforce, ISIT, Curriculum Co-chairs
4.14	Develop a course series that focuses on teaching online with accessibility.	Document course series with SLO's .	Assistant Director, Academic Technology & Professional Development	Accessibility Taskforce, ISIT, Curriculum Co-chairs

Note: Supporting documentation for Leadership and Engagement initiatives are linked to the title of each section can be found in [Appendix D](#).

Approved by Academic Senate 4/21/21.

Appendix A: Student Learning

HUMANIZING LEARNING

OVERVIEW

As the college has responded to the COVID Pandemic with a massive mobilization in our online offerings, it has become clear that there are significant issues with students feeling disconnected and lost in online courses, and even in face-to-face courses where there is significant mediation using technology. These issues also bring a disproportionate impact to students of color and students belonging to lower socio-economic status groups. Bakersfield College is not alone in this realization. In fact, there is widespread movement in higher education to introduce Equity-minded and humanized teaching and learning techniques in order to help students succeed. This is the driver for our own campus-wide movement to integrate humanized teaching methods to all of our classes, with a special emphasis on our online courses.

This work is multi-faceted, and included communication strategies, tools, and pedagogical techniques to promote an inclusive classroom where students feel connected to their instructor and to each other, and where they feel supported and engaged with the subject matter in meaningful ways. Students who have this sort of connection are less likely to cheat, less likely to drop a class before completion, and more likely to succeed. This work also promotes a diverse student body, as well as a diversity of thought and student contribution within each class, further enriching the learning experience for all students.

INITIATIVES

Our work in Humanized and Equitable teaching methods will take on the following forms:

- Adoption of instructional and communication tools to support this work.
- Training and workshops for faculty on pedagogical strategy.
- Direct, one-on-one and group instructional design help to shape each course to be more humanized and more equitable.

INMATE SCHOLARS PROGRAM OVERARCHING WORK

It is estimated by 2025, 41 percent of jobs in California will require at least a Bachelor's degree, while 60 percent of new jobs will require some college education. At the same time, thousands of incarcerated individuals are being released as a result of Proposition 47 and Proposition 57, which reduced certain felonies to misdemeanors and allows parole considerations for non-violent felons. Most counties in California are not

prepared to provide re-entry support for these individuals. However, Bakersfield College has taken action by offering a face-to-face college program in prisons throughout Kern County and Kings County. We are choosing to work with the incarcerated population because we want to promote success amongst an underserved population and reduce recidivism.

When the program started in 2015, there was only one class offered at one yard with 21 students. The program grew across 10 CDCR facilities and 17 yards. We are one of the largest face-to-face college programs and, in the midst of the COVID-19 pandemic, our program continued to grow. The Inmate Scholars Program is now offering transferable degrees in Communication, Psychology, Sociology, and piloting a pathway for incarcerated students to earn a Bachelor's degree in Industrial Automation. To best support the goals of our students, our department is looking to introduce new degree pathways, student services, and transitional services to enhance the success rate of our student outcomes.

GOALS AND INITIATIVES

Goal 1

A goal envisioned is to sustain our program's growth ratio by seeking opportunities to build collaborations in new locations. The Inmate Scholars Program (ISP) is in the process of forming collaborations with Redwood High School, a court school located at Larry J. Rhoades Kern Crossroads Facility for juvenile offenders, and the Lerdo Pre-Trial Facility. In the next 3 years, the ISP would like to offer full educational pathways for students in both state and county incarceration settings. The ISP recognizes the opportunity to serve system-impacted youth and adults by providing a quality education aligned with career goals for successful reintegration into society beyond release. A strength of the goal is that the partnerships are currently in formation. A weakness is the need to potentially offer condensed courses due to students' lengths of stay at the facilities. Integration of technology for the facilitation of courses is an opportunity which is evident at the facilities. Particularly, Redwood High School permits students the opportunity to use technology and internet capabilities for academic purposes and is available for use by Bakersfield College faculty. The COVID-19 pandemic serves as a threat to implementing programming at the facilities since the courses would ideally be offered in a face-to-face setting but cannot be done until faculty and students are permitted to safely gather.

Goal 2

Another goal is to offer reentry services to formerly incarcerated students. By extending the services offered to the disproportionately impacted population of students, an environment of equity and inclusion will be supported. Although educational and counseling services are needed by formerly incarcerated students, basic needs must be met in order for a formerly incarcerated student to reach successful performance in academic endeavors. The ISP would like to pursue grant opportunities to fund reentry services such as transportation, food/nutrition, clothing, and technology needs for academic coursework. A strength is that the ISP now has a Counselor who is dedicated to overseeing services for formerly incarcerated students. A weakness is that the reentry services are currently in the formation stages and have not been formerly established. Although they have not been

established in a formal sense, the building stages present an opportunity to create policies and procedures to align with department resources, infrastructure, and student needs. The lack of grant funding for reentry services serves as a threat to the fiscal sustainability; however, administrators are actively pursuing suitable grant opportunities as they become available.

Goal 3

A third goal is to graduate the first cohort of students in the Industrial Automation Baccalaureate degree program. The infrastructure has been established to provide students with the tools and equipment necessary to complete their educational pathway, which is a strength. A weakness is that the students are slightly behind their educational plans due to the inability to take face-to-face courses during recent semesters. The ISP has the opportunity to collaborate with the Industrial Automation Baccalaureate degree cohort at Shafter High School to use the tools and equipment in both incarceration and high school settings. A threat encountered is the COVID-19 pandemic and consequent need to offer courses solely in a correspondence modality. Many of the pathway courses require face-to-face instruction, thus limiting the courses which are able to be offered via correspondence.

ADULT EDUCATION

Current Structure

The Adult Education Program (AEP) at Bakersfield College (BC) has been key in developing and expanding non-credit opportunities for adult learners, which include English Language adult learners, homeless individuals, at-risk-youth and unemployed or underemployed students (primarily from immigrant backgrounds). These CDCP programs have proven successful not just in job attainment for participants, but also in establishing pathways into for-credit certificate and degree programs as well as the workforce. The AEP set its foundation in rural Kern County under the umbrella of Rural Initiatives, and has grown to serve adult learners from different backgrounds throughout all of Kern County.

Non-Credit Programs

BC AEP has laid the foundation for a Non-Credit Institute by collaborating with the Career and Technical Education department, and various instructional departments, to strategically develop Career Development College Preparation (CDCP) programs that provide tuition-free, short-term certificate programs. A taskforce of faculty and staff, have developed courses and programs that enable students who complete to acquire liveable wage jobs in a relatively short amount of time. The first group of students that have benefited from this initiative includes some of Kern County’s most disadvantaged individuals including homeless, immigrants, adult learners and at-risk youth. These courses are designed to skill up, build up and get those facing unemployment back to work. In addition, with the onset of COVID-19 and in response to the needs of the community, the Back to College Initiative was amplified in Spring 2020. This allowed for innovative approaches to learning service delivery and intrusive support within virtual settings.

EMLS Non-Credit	Fall	Spring	Summer
2018-2019	120	156	58
2019-2020	153	102*	7*

Project HireUp (Funded in part by Workforce Accelerator 8.0)

In an effort to help address the homelessness crisis, Bakersfield College developed a homeless to work initiative. The program was intentionally developed with three major components woven into the design: Life, Education and Career Development. The goal is to create guided pathways to self-sufficiency. By utilizing this design as its framework, some of our community’s most vulnerable individuals have the opportunity to go from homeless to a job within six months.

This project was piloted with the use of strategically designed Career Development Career Preparation non-credit curriculum developed with a cohort of 10 participants in mind. Participants have been pre-identified by key partner, **The Mission at Kern County**, a non-profit charitable organization based in Bakersfield. Outreach & enrollment efforts are facilitated by BC’s Adult

Education Team, in collaboration with **City Serve**, a local faith based non-profit organization committed to serving the neighborhoods through empowering the local churches and a key partner in this project. City Serve provides additional supportive services for student participants directly on site with Bakersfield College. Student participants complete the Career Development Career Preparation Certificate (Basic Office Skills Certificate for cohort #1) and also participate in job development and employment readiness preparation to ensure successful transition to employment. **Adventist Health**, a faith-based, nonprofit integrated health system serving more than 80 communities on the West Coast and Hawaii, has been a key partner in bringing this project to full capacity, by providing internship and employment opportunities for cohort participants. Project HireUp has accomplished and surpassed projected outcomes and stands as an established model.

Project HireUp Student Enrollment Data		
Spring 2020	Fall 2020	Spring 2021
Cohort #1	Cohort #2	Cohort #3
27	15	29

Due to the many barriers faced by Adult Learners, the Adult Education team has been diligent in seeking funding opportunities to expand services provided to students in the program. As a result, BC has received various grants such as the Workforce Accelerator 8.0, Student Outreach and Academic Re-engagement and Job Corps Scholars. These funding opportunities have allowed for students to receive wrap-around services to ensure completion and transition to livable wages upon completion of their program.

SOAR

The Bakersfield College Student Outreach and Academic Re-engagement (SOAR) Program focuses on providing out-of-school youth ages 18-24 a pathway to self-sufficiency and livable wages. Students in the SOAR program can obtain job placement opportunities upon completion of a CTE or academic program in southeast Bakersfield, Arvin, Delano, McFarland, Wasco, and Shafter. SOAR participants will have access to following services:

- Tutoring, Study Skills, and Academic Instruction
- Alternative Secondary Education offerings
- Paid or Unpaid Work Experience
- Occupational Skills Training
- Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation
- Leadership Development Opportunities
- Supportive Services (Ex: materials required for work experience or school)
- Adult Mentoring
- Follow-Up Services (for 12 months)

- Comprehensive Guidance and Counseling
- Financial Literacy Education
- Entrepreneurial Skills Training
- Services that Provide Labor Market and Employment
- Transition to Postsecondary Education, Advanced Training and Employment

Job Corps

The Bakersfield College Job Corp Scholar’s Program focuses on providing Out-of-school youth a pathway to self-sufficiency and livable wages through the provision of employment opportunities upon completion of an approved Career Technical Education (CTE) certificate program. Job Corp Scholars serves out-of-school youth between the ages of 18-24, from areas of North Bakersfield, Delano, McFarland, Wasco, and Shafter, who meet one or more of the following criteria:

- School dropout
- Foster child/Runaway
- Homeless
- Pregnant or parenting
- Disabled/low-income
- Basic Skills Deficient/ low-income

Strengths

The BC AEP team has developed strategic partnerships to establish co-locations in disadvantaged communities. In addition to serving students at the BC Panorama and Delano Campuses, AEP also serves students at following co-locations:

- Wasco Adult Education Center (Wasco)
- Job Spot (Southeast Bakersfield)
- Shafter Learning Center (Shafter)
- McFarland Learning Center (McFarland)
- Arvin BC Resource Hub (Arvin)
- CityServe Educational Collaborative Center (Downtown Bakersfield)

Opportunities

BC is ready to answer the call to action to meet California’s ever changing workforce needs. Through various levels of labor market-centered curriculum development and innovative approaches to program design and expansion, the AEP stands to assist BC in advancing Labor Force Equity in Rural California. Leveraging existing institutional and funding structures, BC seeks to establish a comprehensive **Non-Credit Institute** through a modular approach which will ensure rapid development of pathways to meet the immediate needs of the ever evolving 21st century workforce. This Non-Credit Institute will deliver low-cost and free, high-quality training and education for some of Kern County’s most disadvantaged individuals.

Areas of Growth and Improvement

With the onset of COVID-19, our team worked diligently and quickly to ensure a seamless transition to an online setting. This brought a new array of barriers for our Adult learners including:

- Lack of access to stable internet and wifi
- Changes in family dynamics with parents working from home
- Kids learning and zooming from home
- Job loss and/or employment lay-off
- Health issues due onset of virus
- Family loss and tragedy
- High textbook costs

Programmatic Barriers

As the needs of the community, the workforce and the students we serve change, the need to adapt and adjust to these changes becomes apparent. Programmatic barriers being addressed for growth include:

- Implementation of Non-credit CCCApply
- Implementation of Dual/Concurrent Enrollment
- Cohesive marketing messaging

CAREER TECHNICAL EDUCATION

Career Education prepares student for a wide range of high-wage, high-demand careers. CE is at the forefront of preparing student to succeed in fast-growing, high-growth industries around the country. It is our mission to provide educational leadership in developing a competitive workforce.

Strengths

- Improved the timeliness of certificate application process and ensure students are awarded letters in real time, while they wait for their certificate.

- Improved stackable certificates within program areas.
- Educational Advisors continue to work with their assigned Deans and area to develop educational plans for students to complete 30 units a year.
- Implementation of peer mentors who are assigned to Advisors provided the appropriate guidance for continued outreach campaigns.
- Career Education engages in Transfer Fairs, Expos, and events at various locations to highlight the opportunities for all programs.
- Career Education has a large presence on Social Media – Increasing awareness of program of studies and benefits provided to students.
- Improved upon the process of Articulation, awarding students the units in CATEMA.
- Courses can be or are moved to online to expand opportunities
 - AUTO B10, INDR 12, and INDT 10 are online
 - Majority of OSRM courses are lecture, but could also be converted to correspondence

Weakness

- Lack of efficient printing process of completed student certificates.
- Some programs have high unit count COA's, which could be broken down in multiple certificates that meet the Labor Market Demand.

Opportunities

- Workforce development with expansion into Energy Programs.
- Automotive – Electrical Vehicles and charging stations
- Energy storage and capacity
- Credit for Prior Learning units for equivalent experience from the industry will put the student on the path closer to completion.
- Workforce for Career Education has focused on Career Exploration and employer engagement with the program of studies and faculty.
- Increasing the median annual earning for student exiting programs will support the students obtaining employment within their field of study.

Goals

- Increase success rate for CTE courses (Core Indicator 1 Technical Skill Attainment) to 90% reducing repeating courses.
- Expand Employers Training Resources partnership to ensure employers/students are aware of the opportunities to take advantage of the benefits provided to student who are looking at taking certificate programs only.
- Partnership with the Office of Institutional Effectiveness and Pathway Data Coach, identify bottleneck courses and develop strategies to increase sections in collaboration with department faculty and chairs.
- Expand Career Education programs to Inmate Education.

Apprenticeship

Apprenticeship Courses are designed for indentured apprentices under the Shelly-Maloney California Apprenticeship Standards Act. The Apprentice agreement states that the student will supplement on-the-job training with related classroom instruction during each year of apprenticeship. Apprentice class meet three to eight hours per week and yield two to six units of credit. Joint Apprenticeship committees administering each program are composed of representation from labor, management, California State Division of Apprenticeship Standards, and Bakersfield College. These committees adopt state approved standards for operation and assure equal opportunity for applicants.

Strengths

- Updating curriculum with each of the four programs
- Strong relationships with the programs
- High demand for continued growth and expansions

Goals

With the California Apprenticeship Initiative New and Innovative programs it is the goal to develop 3 additional apprenticeship programs working with various industry partners.

1. The first to be in consideration is the Retail and Hospitality sector. Hard Rock Hotel and Casino has been approved by local Board of Supervisors and planning for a 600 million dollar facility located at the base of the Grapevine in Bakersfield California where Hwy 99 and Interstate 5 intersect.
 - a. High demand apprenticeship occupations
 - i. Baker
 - ii. Cook
 - iii. Housekeeper
2. Second is the Automotive Technology Apprenticeship program. This would be a continuation of the current work we have to build a partnership with the New Car Dealership Association to provide Noncredit Instruction to the incumbent workforce at the 12 major dealerships in Kern County.
 - a. High demand occupations
 - i. Automotive reconditioning technicians
 - ii. Electrical Vehicle
3. Third is the Electronics Apprenticeship program. This would also be a continuation of the workforce development planning with partnership of Wonderful Company.
 - a. High demand occupations
 - i. Industrial Maintenance Technician
 - ii. Electronics Technician
 - iii. Automation systems operator

Work Experience/Internships

Work experience is a semester based experiential learning experience where students can apply what they are learning in the classroom and put it into practice in real industry situations. Students who are enrolled in a Career Education pathway can take advantage of the work experience or

internship placement opportunities. Placement must align with your chosen CTE Major and you must meet the minimum qualifications in order to be considered.

Strengths

- Increased active participation on program advisors boards by encouraging employer partners to become internship sites.
- Increased Job Development services outside main campus to serve other areas including Delano, BC Southwest and Jobspot,
- Support for faculty in the development of Work Experience course and placement of students.

Weakness

- Employers are transitioning through rough economic times.
- Lack of approved Work Experience Courses.
- Cannot be part of the faculty load.
- Single sign on for JobSpeaker to allow all students to receive an account.

Opportunities

- Expand Student Employment placements within on-campus, creating more career-related opportunities and allow them to enroll in work experience to gain credit.
- Encourage Faculty to have students enroll in one (1) unit of Work Experience if not a requirement for degree or certificate.

Goals

- Increase the enrollment of Work Experience by 10%.
- Actively participate in meetings with the WIB, AJCC and Chamber of Commerce to engage potential employers.
- Create additional exploration videos and videos that highlight internship experiences post to social media and entice other students.
- Increase WEX participation through JobSpeaker process.

Appendix B: Student Progression & Completion

AUTO ENROLLMENT

History

In the Fall 2020 semester, a task group was convened to examine a more efficient system of student enrollment, officially called “BC Expedited Enrollment.” In the initial phases of the project, students were invited to participate in a self-selected pilot program in which students authorize the College to select/register courses on their behalf. While this initiative was met with some success, significant challenges were encountered, including limitations to scale this practice to the entire student population.

Subsequently, in the Spring 2021 semester, the task group explored more sophisticated solutions driven by technology to address existing challenges. Currently, a viable software has been identified that integrates existing Banner and Starfish systems. A proposal and approval process is still pending to secure enterprise-level integration, the task group is excited about the prospect of a system that can provide the following functions and features:

- A course registration system that integrates Student Education Plan data and course availability data to select an individualized schedule that fits the parameters, availability and preferences of students, while also ensuring progress toward program completion.
- An automated course registration system that does not involve the time-intensive investment of personnel to research, select and propose courses to students.

As it is currently understood, this ‘auto-enrollment’ feature is included in the College’s original purchase of Starfish software. The only anticipated cost associated with activation is the indirect expense of personnel to ensure data transmission and configuration between systems. However, it is reasonable to assume that some time will be required by personnel to import and integrate data prior to launch.

Timeframe:

The remaining steps to the full utilization of BC Expedited Enrollment is to secure approval, as well as the process of system integration. At this point, it is difficult to estimate a timeline for implementation. However, it is the hope of the Expedited Enrollment task group to use this feature for the Summer 2021 and Fall 2021 registration periods. At the point of full implementation, the goal of this initiative is to automatically enroll 100% of student over the span of the next three years. This goal, in part, is based on creating a shift in student mentality regarding the course registration process. Rather than

self-selecting courses, students will need to adopt a culture and practice of allowing Starfish to make informed registration decisions on their behalf.

Outcomes:

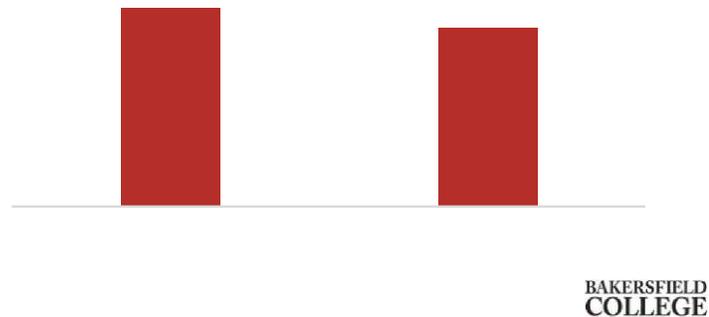
It is anticipated that the utilization of Expedited Enrollment will maximize the opportunity for students to enroll in their optimal number of courses. Furthermore, this auto-enrollment system will significantly reduce the amount of time, worry and stress students experience compared to the current process of registration, which includes the need for students to scour the schedule of course offerings, search for available courses, determine whether the course is applicable to their degree/program, and manually enter course CRNs in Banner (increasing the probability of process errors). With the Expedited Enrollment, students will register for courses with worry or hassle. Should their plans, major, or availability change, student can manually add or drop courses that are no longer applicable or convenient.

The Expedited Enrollment initiative supports the mission of Bakersfield College to maximize “...opportunities for students from diverse economic, cultural, and educational backgrounds...” by improving access to education. Expedited Enrollment achieves equitable outcomes by ensuring that students with inadequate, insufficient, or inaccessible resources are not disproportionately impacted or disadvantaged compared to other students who have means to quickly register for available courses.

Strategic Directions: 8+8 at Bakersfield College

Overarching Work

Research demonstrates that 8-week courses benefit students when compared to longer duration courses. Colleges that have shifted to 8-week formats, such as Amarillo College and Odessa College, report higher graduation rates, higher transfer rates, and increased full-time enrollments. Furthermore, the Bakersfield College Office of Institutional Effectiveness (OIE) conducted a within-subjects t-test comparison in success rates for the same course taught by the same instructor in the same modality (i.e., the only important independent variable was course length). This analysis revealed an almost 7% increase in success rates within 8-week courses when compared to 16-week courses:



The scheduling of 8-week courses grants to students greater flexibility in determining their schedule, empowering them to take and focus upon just two or three courses at a time, instead of the standard five required by the 16-week format, while still retaining full-time student status over the course of the semester.

In response to this research, Bakersfield College launched a collaborative effort between the Offices of Instruction and Student Services to increase the number of 8-week

courses offered in Fall, 2020. While the majority of Bakersfield College classes continued to be scheduled for 12- or 16-week durations, a growing number of academic departments started to offer 8-week courses for the first time. In addition, several departments collaborated with the Counseling and Advising Department to create preliminary 8-week transfer degree maps for their programs:

8+8 Majors:

Major (click for 8-week template)	Catalog Requirements	Spring 2021 Course Schedules
Administration of Justice	AS-T	Spring 2021 Course Schedule
Anthropology	AA-T	Spring 2021 Course Schedule
Communication Studies*	AA-T	Spring 2021 Course Schedule
Early Childhood Education*	AS-T	Spring 2021 Course Schedule
Psychology	AA-T	Spring 2021 Course Schedule
Sociology	AA-T	Spring 2021 Course Schedule
CSU General Education	CSU GE	Spring 2021 Course Schedule

*some required courses are currently only available in 16-week options

Goals and Initiatives

While significant progress has been made, there is still much work to do to enable all BC students to enjoy the benefits derived from taking 8-week courses. Goals for the next Strategic

Directions cycle may include the following:

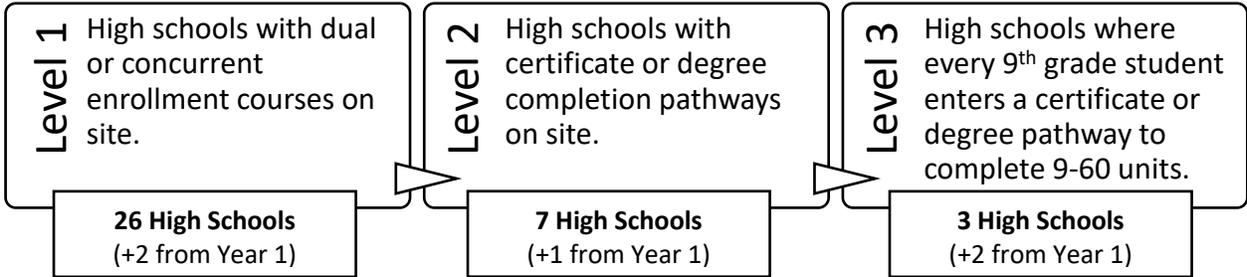
- 1) Increase the number of 8+8 programs by 3;
- 2) Increase the number of courses offered in the 8-week format by 10%;
- 3) Build a repository of 8-week program maps into Program Mapper.

Strategic Directions Update: Early College

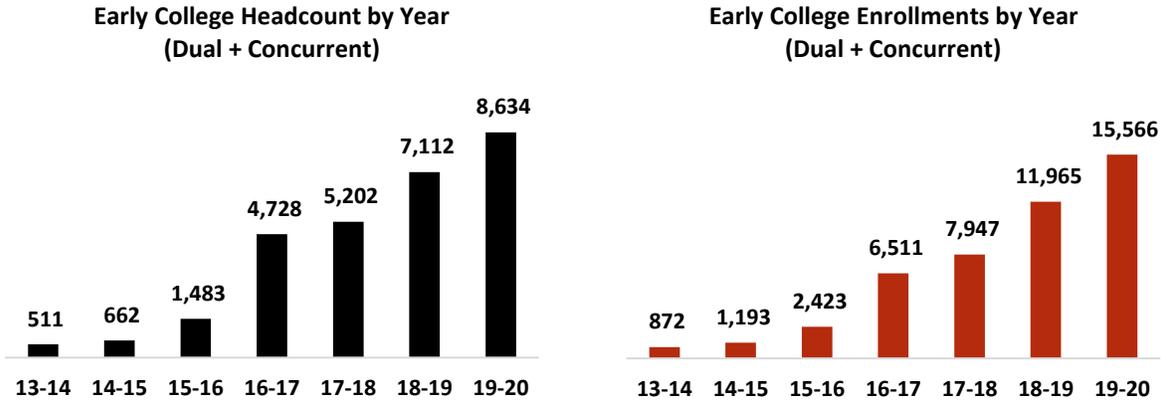
Prepared by: Kylie Campbell, Early College Program Director
 February 23, 2021

Overarching Work: Scaling Up from Dual & Concurrent Enrollment Opportunities to Early College

The Early College program was launched in Fall 2019 upon the foundation of both dual enrollment and concurrent enrollment programs that have existed at Bakersfield College since 2013. Early College bundles all forms of college credit for high school students into intentional and clear pathways for students to earn credit towards college certificates and degrees while they are in high school. With 36 high school partners throughout Kern County, Early College implementation at each site ranges from those offering some dual or concurrent enrollment opportunities to students, to those who have complete certificate or degree pathways on their high school campus. Full implementation of Early College, level 3, is achieved when all students in a high school can earn at least 9 college credits and a cohort of students earn an associate degree by the time they graduate from high school. The levels of implementation are shown below, along with the number of high schools at each level as of the start of the 2020-2021 school year.

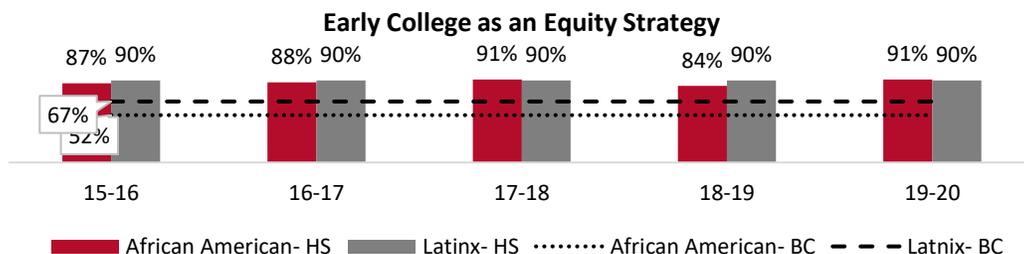


The Early College program as grown to 8,634 students and 15,566 duplicated course enrollments. The growth of Early College since 2013 can be seen below.



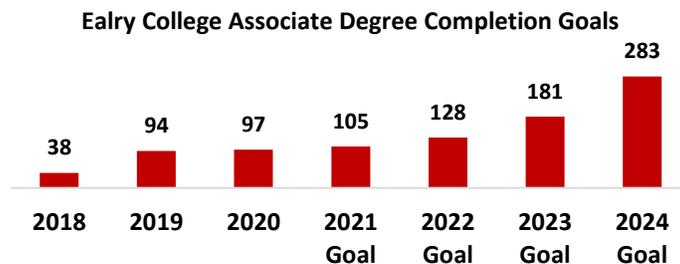
Of the students currently participating in the program, 78% are Latinx and only 1.6% are African American. Early College has proven as a successful equity strategy for the college,

as students of color have performed at higher success rates in courses offered at the high school campus than traditional students of color taking courses at a college campus. These success rates can be seen below.



Early College Program Goals & Initiatives (2021-2024)

- **Early College Implementation:** Continue scaling up by connecting all dual and concurrent enrollment opportunities to college certificate and degree pathways.
- **DualEnroll.com:** Fully implement DualEnroll.com to replace the paper Dual/Concurrent Enrollment Special Admit Form and integrate with Banner to replace manual enrollment processes.
- **Educational Plans:** Create Educational Plans for all students on certificate or degree completion pathways in Starfish and assess progress towards completion annually.
- **Equity:** Increase the percentage of African American students participating in Early College.
- **Completion:** Increase opportunities for students to earn college certificates or degrees while they are in high school.
 - By 2024, we expect to have cohorts of graduates from 6 different high schools/districts earning an associate degree by the time they graduate from high school. The number of expected associated degree completers through 2024 is shown below.



- **Math & English:** Increase the percentage of Early College students completing transfer-level Math and English while in high school.

2013-2020 Math & English Completion Rates	Number of Students	Percentage of Population
Transfer-Level English Completion	2,601	10%
Transfer-Level Math Completion	408	2%

Strategic Directions: Noncredit and CDCPs at Bakersfield College

Overarching Work

Noncredit instruction in California has evolved since 1865 while providing “open access” to students from diverse backgrounds. For example, noncredit courses and programs may offer academic support for credit students, pathways to credit instruction for first-time college students, preparation for non-native English speakers, workforce preparation, and more. Bakersfield College currently offers 80 noncredit courses and 18 programs in noncredit across 8 departments.

Students enrolled in noncredit courses pay no enrollment fees. Students may also re-enroll in and repeat noncredit courses. Noncredit courses may receive higher apportionment rates than credit courses. Currently, the California Community College system allows for noncredit courses to be funded in 10 different categories, or instructional areas. Career Development and College Preparation (CDCP) certificates are eligible to receive enhanced funding and can be awarded in only four of those categories (identified by an * asterisk in the list below).

1. English as a Second Language*
2. Immigrant Education
3. Elementary and Secondary Basic Skills*
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs*
10. Workforce Preparation*

Learning assistance may only be offered in the ESL and Basic Skills categories. The TOP Codes for noncredit courses must align with the objectives of the course and the instructional area in which it is placed. There is a variety of special characteristics available for noncredit courses: Learning Assistance, Bilingual Instruction, Convalescent Setting, Correctional Facility, Apprenticeship, Persons of Substantial Disabilities, and Citizenship for Immigrants. Noncredit courses may also be open entry/open exit. Noncredit and credit courses may not be combined

to form a program. Mirrored credit and noncredit courses should be identical except for the sections of the COR that pertain to only noncredit or credit. CDCP programs are limited to Certificates of Competency for ESL and Basic Skills categories, Certificates of Completion for Workforce Preparation and Short-Term Vocational categories, and Adult High School Diplomas.

Goals and Initiatives

With so many options available, careful planning and consultation with the Curriculum Committee is needed when developing and revising noncredit curriculum. As Bakersfield College continues to develop curriculum in the noncredit realm, the college can work towards growing and improving in certain areas. Goals for the next Strategic Directions cycle may include the following:

- 1) Identify current community needs that can be best served through noncredit courses and/or programs and address those needs systematically.
 - a. Current agreements with education partners
 - b. Community and industry partnerships
 - c. Program and course justifications
 - d. Student populations
- 2) Institutionalize college-wide processes and best practices for developing, offering, and reviewing on noncredit courses and/or programs.
 - a. Reference guides and best practices for curriculum development
 - b. Faculty load agreements and scheduling practices
 - c. Grading and transcripts
 - d. Housing and awarding certificates
- 3) Clarify student on-ramps and off-ramps for entering and transitioning out of noncredit courses and/or programs including the utilization of the Program Pathways Mapper.
 - a. Student application and enrollment
 - b. Internal articulation agreements
 - c. External articulation agreements
 - d. Program Mapper placement and options

Data-driven support for student tracking and retention

What overarching work has been done the last couple of years related to data-driven support for student tracking and retention?

BC has developed a data coaching program that has been noted as a pioneer and leader in this space. Data coaches are key members of the Completion Coaching Teams (or, alternatively, Completion Coaching Communities) that developed to support enrollment and success of students in each Learning and Career Pathway. During the pandemic, students have also been supported by the fully online Student Information Desk, a drop-in Zoom session which acts as a digital front door and welcome center that students can access from the college's home page (<https://bit.ly/bc-sid>).

Our data-driven support for student tracking and retention has evolved from relying on the Office of Institutional Effectiveness to pull and distribute lists of students so that staff could conduct calling and email campaigns to a much more fluid ability for many faculty and staff to access on-demand lists of students delimited by an array of characteristics in Starfish and then target email and text messages to students on those lists (as well as phone calls, as appropriate). The integration of more facets of the retention and enrollment campaigns into a single platform have greatly increased speed and flexibility of these efforts. There is also greater potential for tracking of these efforts, though this remains largely untapped.

Bakersfield College has been widely recognized and emulated for its data coach program. The Chancellor's Office (<http://bit.ly/BC-Data-Coach-CCCCO>), the Career Ladders Project (<http://bit.ly/BCData-Coach-CLP>), and the Continuous Learning Institute (<http://bit.ly/BC-Data-Coach-CLI>) among others have praised the innovative program for empowering a wide array of college faculty and staff and enabling them to support student success in data-focused ways. For example, data coaches have received training on how to identify students who have not yet completed a math or English class and follow up with them to encourage their completion of key guided pathways momentum points. As part of their continuous review and improvement process, the Office of Institutional Effectiveness recently completed a survey of 43 faculty and staff who participated in BC's Data Coach program in Fall 2020. Twenty-three (53%) of the data coaches responded to the survey. Twenty of the respondents (87%) indicated that they had attended two or more training events in fall 2020 and 91% indicated that they were satisfied with the training. Other highlights from the survey include the following:

- 100% were familiar with the 1st year guided pathways momentum points
- 91% knew how to obtain data on guided pathways momentum points
- 74% knew how to access data coach reports on Cognos
- 91% of data coaches indicated that they knew how to manipulate data in Excel
- 83% knew how to create figures and graphs in Excel
- 87% were comfortable using Starfish to access data on students

Successfully transitioned from a focus on Cognos reports to a the more integrated tools provided by Starfish.

Integrated Starfish data into the new Research Data Warehouse which should

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

Strengthen organization. Surveys of data coaches reveal that they are being used unevenly. Not all LCP groups or departmental groups meet regularly. The overall organization of the work is in transition as the coordination and logistics shift from primarily learning on the Learning and Career Pathways as the organizational unit to more organic groupings based on departments or clusters of departments supervised by deans.

Clarify who does what. Provide an easily accessible web page that details who the data coaches are and which area they support. This document should also describe the other members of the team, such as the administrative lead (usually a dean), counselor, discipline faculty, financial aid member, etc. Previous iterations of organizational documents for completion coaching teams have provided these membership lists which are useful for organizing, training, and planning projects.

Clarify leadership. Who are the overall leaders of BC's data-driven support for student tracking and retention? How are the efforts organized? Without clear leadership and structure, efforts vary widely. An achieving the dream (ATD) team developed a communication timeline and set of templates but these were not widely adopted.

Clarify the priority of data coaching and completion coaching team work. How should staff, faculty, and managers prioritize this work in relation to their other job duties?

Stay abreast of technical developments and software lifecycle information. Starfish, which is owned by Hobsons, was recently required by EAB which developed and sells a competing product (EAB Navigate) that is used by Cerro Coso and Porterville. While Starfish development and training are well developed at this point, we should track and be aware of potential changes to the platform as EAB assumes ownership and control of operations, including the likelihood of less development and lower priority support for Starfish from EAB.

Improve tracking of the effectiveness of enrollment and retention campaigns. While we have increased our ability to conduct these campaigns our ability to measure their impact is still developing.

Leverage the integration of Starfish data in the Research Data Warehouse to better understand and track student plans and activities, including meetings with counselors, and receipt of/response to Starfish flags.

Train staff on how to use available resources including Starfish, Cognos, and Tableau, as appropriate.

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Strategic Directions: Academic Support Programs at Bakersfield College Tutoring Center and Student Success Lab (2021-24)

Overarching Work

When the COVID-19 pandemic struck full-force in March of 2020, all aspects of BC had to go virtual practically overnight, and the Tutoring Center and Student Success Lab were no exception. As a computer lab with online learning already embedded, the Student Success Lab was able to make the transition relatively smoothly other than having to ensure that its staff were trained on Zoom. For the Tutoring Center comprised of its 3 separate sites (Main Campus, Delano, and Southwest), the greatest challenge was merging these 3 distinct centers into one powerful, unified online service. No longer did physical location matter but rather it

became crucial that students be presented with an easy-to-access consolidated online tutoring service.

The Tutoring Team responded to the call in the spirit of teamwork, pooling their resources together, modifying processes and procedures where needed, and learning the ins and outs of Zoom with a can-do attitude. There were days of discouragement, such as when the hosting rights in Zoom were so confusing that they seemed insurmountable, but the Team forged onward. Today, Tutoring proudly boasts a robust online service that includes 2 warmly welcoming Zoom lobbies with nearly 100 tutors offering assistance in most BC subjects in a never-ending creation of breakout rooms, run by the staff like switchboard operators!

The merging of our sites was impressive enough, but perhaps what has been the greatest achievement is “finally learning how to swim after being unceremoniously shoved into the roiling waters.” We all needed this! After several years of half-hearted dabble in the world of online tutoring, the Tutoring Staff are now self-trained experts, thanks to the emergency situation created by the pandemic. Online tutoring is second-nature to them now, and when we return to campus, online tutoring assistance will enjoy a much more solid and permanent role in Tutoring than it ever did prior to COVID. This is the true silver lining of an otherwise stressful situation!

Goals and Initiatives Moving Forward

For the Student Success Lab, the goal is to make the Lab more relevant to student needs and objectives by redesigning the PLATO-based learning software curriculum so that it reflects a CBE (Competency Based Education) model. Moreover, research indicates that badges and micro-credentials not only incentivize learning but also help students target gaps in their skillsets, which makes them more employable in the job market. Current conversations with

1

Director Kim Nickell have been centered around ways to tie in PLATO mastery modules with a Canvas shell, so that badges can be added in through the Badgr software.

The first step will be to design a CBE pilot for basic Math skills for Fall 2021, tapping into the curriculum of ACDV B72, which was the original course for an essential foundation in Math. Meetings will need to take place between the Program Manager for Academic Support, Kim Nickell, and faculty member Erica Menchaca, who is leading the efforts to establish the process for creating a number of CBE courses at BC.

Regarding the Tutoring Center, we are looking ahead to what our 3 sites will look like once we return to campus, considering that we will have a “4th site,” so to speak, which is the virtual arm of Tutoring. How will the online service coordinate with in-person tutoring? Who will provide staffing? How will we make sure that we have adequate computers at each site with a space designated for online tutoring? How will the noise levels be handled? And there are many other questions to discuss, such as do we really want to go back to all the paper forms now that we have experienced the ease of software like Adobe Sign?

But the end results for both the Success Lab and the Tutoring Center will be greater student access and a high-quality product (service) that meets them at their point of need. For the Success Lab, a student can receive a customized set of competency-based lessons and complete them, knowing that they have mastered the concepts necessary with a badge to proudly prove it! This can be done face-to-face in CSS-143 or online from home. For the Tutoring Center, students in the outlying, rural areas (Lamont, Arvin, Shafter, etc.) can get on a laptop or cell phone and click on the link to request a virtual tutor. In no time, they will be set up with a weekly tutor to guide and encourage them in their subject matter for the rest of the semester. Moreover, tutors and tutees will have the option of doing their sessions from a distance or, if they are able and prefer it, they can come to the physical tutoring site to conduct their business. The flexibility afforded by the new arrangement will make students’ lives more manageable, and the increased ability to access services will certainly contribute to the College’s equity goals.

To Summarize the Above Plans for Academic Support:

- Student Success Lab
 - Research CBE model further to see how PLATO software can embrace CBE, including the use of badges.
 - Pilot a basic skills Math course using CBE in the Fall of 2021 and assess its effectiveness.
- Tutoring Center
 - Discuss the arrangement for post-Pandemic Tutoring with 3 physical sites and now a permanent 4th component, Online Tutoring, and draw up a plan before mid-Summer 2021.

Strategic Directions: Direct Assessment CBE at Bakersfield College

Overarching Work

The traditional “one size fits all” model of 16-week semesters based upon the Carnegie unit does not work for everyone. That is why colleges are increasingly offering a range of learning options: noncredit and credit, online, hybrid, and face-to-face, work experience, and condensed classes offered in eight-, six-, and four-week sessions. Competency-based education (CBE) is yet another educational option designed to enhance the accessibility of higher education. CBE is new to the California Community College system, but CBE is not itself new. Competency-based education was first established in the 1970s and CBE college degrees were approved for financial aid eligibility by the Department of Education in 2006.

Competency-based education was designed for the non-traditional student, including those who need to juggle school with work and family obligations. For these students, competency-based education has been associated with many advantages. The inherent flexible entry and exit enables students to take a break with fewer disadvantages than the traditional semester format. Due to the CBE emphasis upon personalization, students can more readily translate the information gained within the CBE environment into information for their careers. CBE is rooted in labor market outcomes, resulting in economic mobility. Another important hallmark of CBE is the integrated, intrusive regular support and guidance provided to students. These advantages translate into increases in student engagement, success, and retention. For working and other non-traditional students, competency-based education provides new pathways to employment for students and improved industry-academic

alignment. For colleges, competency-based education provides a mechanism to diversify the student body by creating a learning environment for those who need greater flexibility than a standard semester allows.

CBE is also noteworthy for its promotion of equity. The backwards design of CBE requires the program to start with the goals in mind and then move backward to design the program, supported by an institutional culture of holism that includes wrap around services. Furthermore, CBE is characterized by an emphasis upon transparency. Students can enter a CBE program and expect objective, clear expectations for each area of study. This transparency, coupled with clear grading, removes bias. CBE also changes the existing institutional power dynamics by enabling students to take ownership of their learning. This enhanced level of student choice contributes to a positive learning identity bolstered by personalized instruction, increased student choice, and culturally relevant learning.

Goals and Initiatives

The CCCCO Direct Assessment Competency Based Education collaborative provides Bakersfield College the opportunity to help build the framework for a system of teaching and learning that will provide more equitable access to education and employment. If Bakersfield College joins the collaborative, most, if not all, aspects of the institution must support the development of the first CBE program at BC. Goals for the next Strategic Directions cycle may include the following:

1. Bakersfield College will use current decision-making structures and research-based data to identify a program that would be best suited to create a direct assessment-

- CBE alternative for students.
2. Bakersfield College will work with external partners (community, industry, K12, higher education) to develop a clear path for students entering and exiting the program, whether through graduation or transfer to a credit-based system.
 3. Bakersfield College will collaborate with the appropriate stakeholders to ensure rigor of the program and to plan for-wrap-around services for students from diverse background and learning needs.

Dual Admissions White Paper

What overarching work has been done the last couple of years related to this topic?

Bakersfield College has been ahead of the curve when it comes to the current move to support dual admissions. A position paper authored by Craig Hayward and Lesley Bonds in 2019 sketched out how a dual admissions scenario could provide a large increase in the state's capacity to award Bachelor degrees. President Christian also spoke to this point at the Intersegmental Pathways Symposium in November, 2019. She shared data and a statistical model which showed how increasing the proportion of students entering the CSU as transfers at the Junior level would boost Baccalaureate output by 300,000 degrees over ten years of instead of 45% of students starting as Juniors, we had 85% of students starting as Juniors.¹ This is essentially what a dual admissions program can accomplish. It will admit students to a CSU while simultaneously admitting them to a partner community college where they can complete their lower division coursework. This strategy leverages the vast size of the California community college system to increase the capacity of the CSU to focus on teaching upper division content, maximizing their available capacity which has largely topped out in terms of physical space.

In 2020, BC's Program Pathways Mapper Task Force collaborated with colleagues at CSUB to envision and operationalize what a dual admissions program might look like. As a first step, Ben Perlado and Craig Hayward compared and contrasted the CSU application and the CCC application, noting areas of shared data collection as well as areas that are unique to each system. In brief, the CSU application is considerably longer and gathers much more data than does CCCApply. This means that relatively few changes would be needed if students were to complete the CSU application and then that application information was jointly shared with the CSU campus and the designated partner CCC campus.

More recently, the Governor's Recovery with Equity Task Force has also been a proponent of dual admissions.² On pages 14 and 15 of their "Roadmap for Higher Education", the Task Force outlines the following goals:

4. Establish an Integrated Admissions Platform California should create a single technology platform for admissions and transfer to replace the currently overwhelming and byzantine application and transfer processes. Designed well, such a platform also can help colleges and universities better manage enrollment, integrate recognition of students' existing knowledge and skills through credit for prior learning and mastery-based learning, plan for course delivery, and address capacity constraints.

5. Streamline and Unify the College Admission Process Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an integrated technology platform, that provides an option for dual admission to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

¹ <https://drive.google.com/file/d/19c7Z0eQ1uNdiIGxSLcFJXBRXgdQvbHPg/view?usp=sharing>

² https://www.capostsecondaryforall.org/wp-content/uploads/2021/03/Recovery-with-Equity_2021Mar2512pm.pdf

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

- Deepen and expand the work with CSUB on streamlining transfer pathways, including examining ways to connect or merge CSU Apply and CCCApply. Ben Perlado and Craig Hayward have examined the overlap in questions between these two platforms and concluded there are two approaches that can be taken: 1) The “little step” is to share data from CCCApply with the CSU and the CSU Apply program to pre-populate CSU Apply where possible. This will streamline the transfer experience; 2) the “big step” creates a unified application that includes all necessary data elements for the CCC and for the CSU and, eventually, the UC (see AB 295 reference below). A single post-secondary education application platform that is jointly available to the CCC, CSU, and UC will lay the foundation for both dual application and a smoother transfer experience.
- Focus on the joint application and implications for financial aid. Leverage our experience with clarifying transfer pathways to CSUB and UC Merced. Ensure that students are well-supported financially and are not financially disadvantaged in unintentional ways by dual application.
- Support and track the progression of AB 295:
<https://esd.dof.ca.gov/dofpublic/public/trailerBill/pdf/295>
- Pilot the dual admissions model with CSUB by 2023-2024.

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Bakersfield College’s mission: *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 promotes equity and fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.*

What overarching work has been done the last couple of years related to this topic?

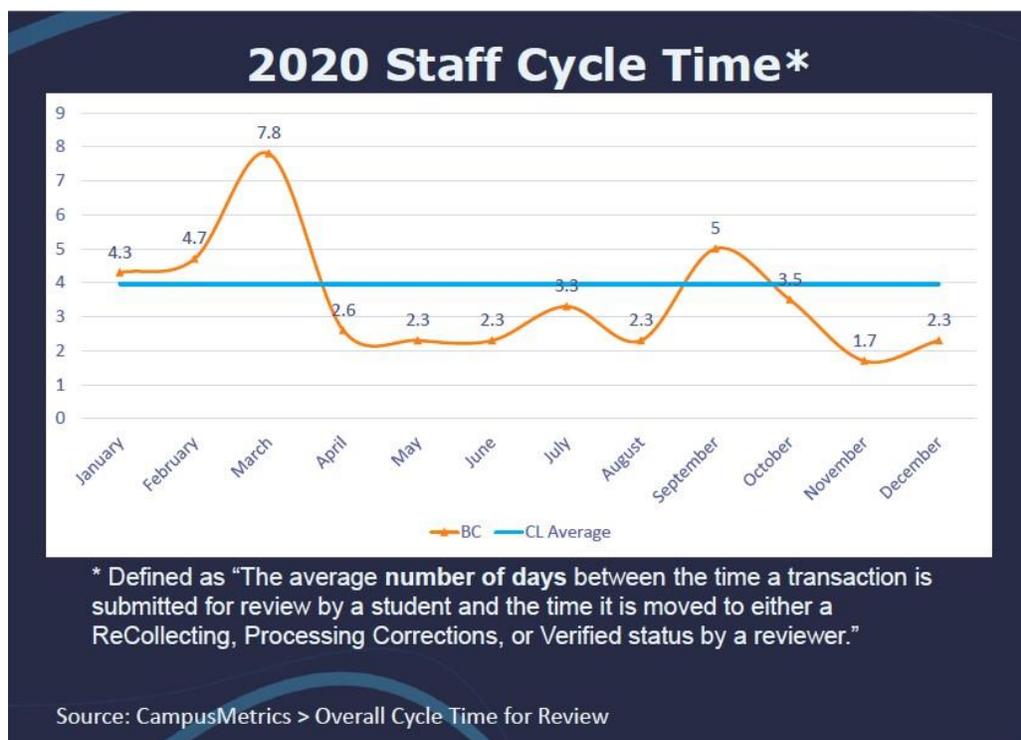
(less than 1 page)

Financial concepts- disseminate information/ increase services to reduce financial barriers

- CampusLogic

As our staff and students become more familiar with electronic form submission through CampusLogic, the average number of days to address documents submitted for review has

reduced consistently, year by year. During 2020, after moving to remote work in March, our staff reviewed documents in an average 2.8 days, below the average for other CampusLogic schools. Students are able to receive information about the status of their financial aid faster and address any issues before they cause significant delay to the receipt of their award. These efficiency efforts work to reduce barriers for students who are selected for verification or who require other adjustments to their eligibility. Continued optimization efforts include the integration of remaining paper forms into electronic formats, and the overall reduction of required items for processes like Satisfactory Academic Progress appeals.

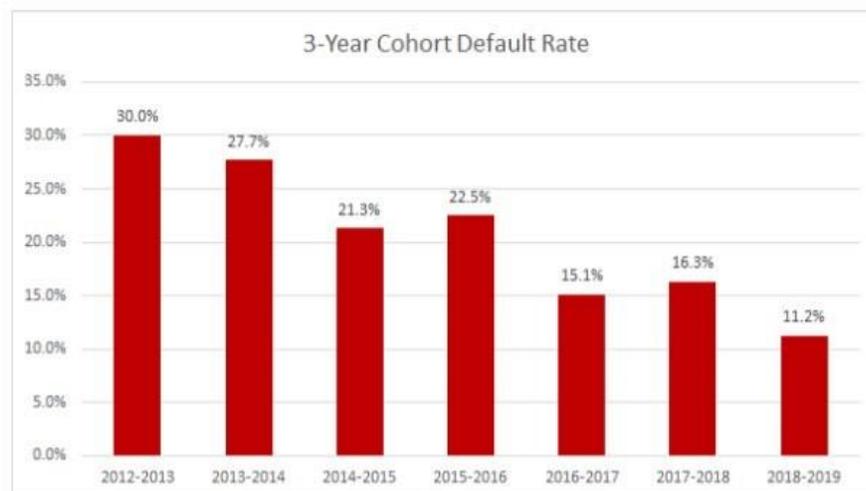


Staff Cycle Time (Year-Over-Year)

	2018	2019	2020	% Change
January		3.2	4.3	34%
February		3.7	4.7	27%
March		3.3	7.8	136%
April	2.8	3.5	2.6	-26%
May	5.3	4.4	2.3	-48%
June	10.1	3.4	2.3	-32%
July	8.1	3.8	3.3	-13%
August	5.5	3	2.3	-23%
September	7.5	6.4	5	-22%
October	4.5	4.1	3.5	-15%
November	1.8	3.2	1.7	-47%
December	2.3	1.6	2.3	44%

Source: CampusMetrics > Overall Cycle Time for Review

- Default Rate
 - Closing the Loop document? (Nick) ■
Cohort Default Rate:
- Bakersfield College's latest 3-Year Cohort Default Rate is 16.3 percent, which is a significant improvement from the previous years, while the newest rate is estimated to drop to 11.2. These numbers demonstrate a continuous decline in loan defaults due to the Financial Aid Office's financial literacy efforts, educating students on their responsibilities and options with effective management of their student loan obligations.



- CARES funding
 - To mitigate the financial barriers posed by the COVID-19 pandemic, our office has quickly and equitably distributed \$63,599,816 in funds to 21,376 awardees for the 20/21 academic year, including emergency funding of COVID-19 CARES

Funding at \$6,091,497 and COVID-19 CARES Funding for Minority Serving Institutions at \$770,948. This additional funding has been vital to keeping students afloat during these trying times.

-
- Jennifer Achan's Workplan (data on total funding)
 - COVID-19 CARES Funding \$6,091,497
 - COVID-19 CARES Funding for Minority Serving Institutions \$770,948
- Financial Literacy- CashCourse
 - In the past year, over 300 students have accessed and taken one of the financial literacy courses available through our partnership with CashCourse. This educational resource provides students an opportunity to develop personal finance skills that they may not have access to in their daily lives. Reviewing the popularity of certain course topics also provides insight into the needs of our student population. For example, Saving and Emergency Preparedness ranked most popular among students, which speaks to the impact of financial uncertainty due to the pandemic.

Cash Course Lessons	Students
Be Credit Savvy	64
Budgeting Basics	45
Prepare for Emergencies	68
Saving and Goal Setting	126
Grand Total	303

-
- Social Media outreach
 - As our campuses closed due to the pandemic, greater emphasis has been placed on innovative ways to outreach to our students from a distance, as well as provide them a contact point that is accessible in a virtual environment. In addition to providing access to staff via video conferencing platform Zoom, our team has made an intentional effort to increase our visibility on social media. These efforts, especially during October for Financial Aid Awareness Month,

saw marked increases to our social media presence. The @bc.finaid Facebook page saw a 400% increase in total page likes and 487% increase in page follows. Post-FA Awareness we had reached 1,915 people (a 224% increase) and 496 people engaged with our posts (4860% increase). Providing students with informative video content proved valuable, with 940 Video views (7,733% increase).

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What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

(1-2 pages)

Increase financial applications by 5%

- Workshops
- Text messages - Ocelot
- Five9
- In our ongoing effort to reduce financial barriers and increase access to higher education for students from all backgrounds, our office will employ the technology available to us to outreach to students who have not yet completed an application for financial aid. Utilizing Ocelot, a chat bot platform currently employed to answer students general questions 24/7, we can now text message students who have not completed an application for financial aid. In addition, we will also be contacting students via calling campaigns led through our latest technological initiative, called Five9. The combined use of text message and personal phone call campaigns to encourage and guide students to application completion, we hope will result in at least a 5% increase.

Increase financial awareness by 5%

- Events
- Seminars
- Spurred on by our effectiveness on our social media platforms, especially Facebook, our office plans to continue to outreach to students using these methods, as well as provide continued access to video content that can be repurposed and shared for months to come. As in-person events will be limited, even with an eventual return to campus, our online presence takes on new importance. Moving in this direction, we will likely continue to offer Satisfactory Academic Progress Appeal workshops and Loan workshops online, as well as hosting a variety of financial aid related workshops online, like scholarships. From this “new normal” we hope to increase the financial awareness of our student population by at least 5%.

Student Health and Basic Needs at Bakersfield College

Overarching Work

The Student Health and Wellness Center (SHWC) aims to further the health equity of the educational opportunity. Over the course of the past 5 years, the clinic visits have dramatically gone up each year compared to the one prior, starting with 1,320 visits in the 2014-2015 school year to 5,830 visits in the 2018-2019 school year. While many of the services are free, SHWC provide mental health one-on-one services, group therapy sessions, TB testing and screening, flu shots, hygiene products, male prophylactics, over-the-counter medications, family planning, low cost prescription medicine, snacks and health supplies, campus-wide wellness activities, participation in the National College Health Assessment survey, and tele-health services to name a few.

The Renegade Pantry within the Office of Student Life aims to provide student assistance in the form of fresh food, non-perishables, hygiene products, school supplies, and clothing. The Pantry Shelf program aims to combat hunger amongst the Renegade student population. While all numbers have risen consistently since 2014, the most drastic change was from 2017 of 6000 students to almost 30,000 in the 2019 year.

Both of these services mentioned above strive to take down barriers that may hold back students from being successful academically. In 2018, the American College Health Association's National College Health assessment results showed that over 30% of students reported a health issue that interfered with their academic success. The Hope Center for College, Community and Justice issued a report in 2019 that 48% of community college students who responded to the center's survey are food insecure.

The Renegade Pantry and the Student Health and Wellness Center are two strong student-centered programs at Bakersfield College helping students through their academic journey to meet the foundation of Maslow's Hierarchy of Needs of physiological, security, and social affection.

Bakersfield College has laid the foundation for a Non-Credit Institute by strategically developing Career Development College Preparation (CDCP) programs that provide free, shortterm certificate programs. A taskforce of faculty and staff have developed courses and programs that enable students who complete to acquire liveable wage jobs in a relatively short amount of time. The first group of students that have benefited from this initiative includes some of Kern County's most disadvantaged individuals including homeless, immigrant, and adult learners. These courses are designed to skill up, build up and get those facing unemployment back to work. In addition, with the onset of COVID-19 and in response to the needs of the community, the Back to College Initiative was amplified in Spring 2020. This allowed for innovative approaches to learning service delivery and intrusive support within virtual settings.

Goals and Initiatives

The major goal for these two programs will be to return to the numbers of students served after the COVID-19 crisis is over. These services have been hit hard due to the virtual environment we are currently living in. The Rengade Pantry has started a drive-thru initiative to continue supplying students with food supplies and the Student Health and Wellness Center has taken precautions to keep face to face visits safe. However, whether due to the digital divide, fear of the virus, or any number of factors, attendance is considerably low.

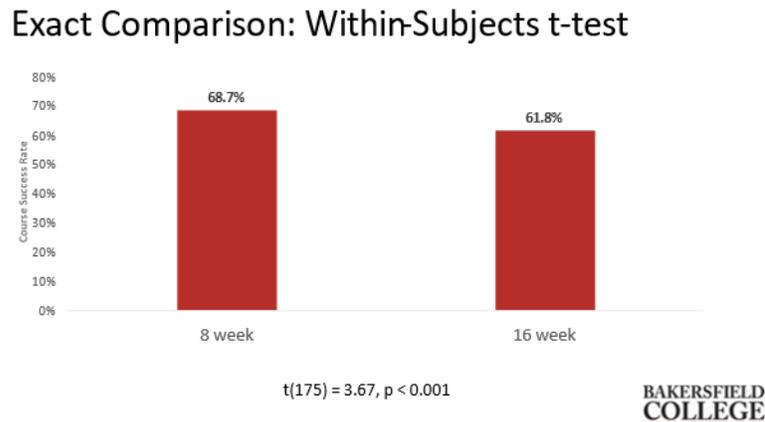
The Student Health and Wellness Center looks to expand its current services by adding online screenings, more immunizations on campus, tele-consults with a licensed therapist to help with local referrals, and to expand on mental health services.

The Renegade Pantry program looks to continue its drive-thru service to allow an option for students to pick up food supplies during the COVID-19 crisis. The goals over the next three years include adding workshops for students for hands-on learning about healthy food options, meal preparation, budgeting for groceries, and other resources that are available to students for help with food. In addition to these educational resources, we plan to make grab-and-go options and pop-up pantries a readily available means to students around the campus on a weekly basis. Long term pantry goals would be to bring in a nutritionist/dietician to work with individual students on how to choose foods wisely, how to meal prep, how to shop for their families and more. Additionally, we would like to partner with county offices to assist with signups for Supplemental Nutrition Assistance Program (SNAP), and other financial resources that students could apply for to help with expenses while they are obtaining their degrees.

Bakersfield College is ready to answer the call to action to meet California's ever changing workforce needs. Through various levels of labor market-centered curriculum development and innovative approaches to program design and expansion, Workforce Accelerator 9.0 (pending grant submission) stands to assist BC in advancing Labor Force Equity in Rural California. Leveraging existing institutional and funding structures, BC seeks to establish a comprehensive Non-Credit Institute that will deliver free, high-quality training and education for some of the San Joaquin Valley's Kern County's most disadvantaged individuals.

8 WEEK COURSES Overarching Work

Research demonstrates that 8-week courses benefit students when compared to longer duration courses. Colleges that have shifted to 8-week formats, such as Amarillo College and Odessa College, report higher graduation rates, higher transfer rates, and increased full-time enrollments. Furthermore, the Bakersfield College Office of Institutional Effectiveness (OIE) conducted a within-subjects t-test comparison in success rates for the same course taught by the same instructor in the same modality (i.e., the only important independent variable was course length). This analysis revealed an almost 7% increase in success rates within 8-week courses when compared to 16-week courses:



The scheduling of 8-week courses grants to students greater flexibility in determining their schedule, empowering them to take and focus upon just two or three courses at a time, instead of the standard five required by the 16-week format, while still retaining full-time student status over the course of the semester.

In response to this research, Bakersfield College launched a collaborative effort between the Offices of Instruction and Student Services to increase the number of 8-week courses offered in Fall, 2020. While the majority of Bakersfield College classes continued to be scheduled for 12- or 16-week durations, a growing number of academic departments started to offer 8-week courses for the first time. In addition, several departments collaborated with the Counseling and Advising Department to create preliminary 8-week transfer degree maps for their programs:

8+8 Majors:

Major (click for 8-week template)	Catalog Requirements	Spring 2021 Course Schedules
Administration of Justice	AS-T	Spring 2021 Course Schedule
Anthropology	AA-T	Spring 2021 Course Schedule
Communication Studies*	AA-T	Spring 2021 Course Schedule
Early Childhood Education*	AS-T	Spring 2021 Course Schedule
Psychology	AA-T	Spring 2021 Course Schedule
Sociology	AA-T	Spring 2021 Course Schedule
CSU General Education	CSU GE	Spring 2021 Course Schedule

*some required courses are currently only available in 16-week options

Goals and Initiatives

While significant progress has been made, there is still much work to do to enable all BC students to enjoy the benefits derived from taking 8-week courses. Goals for the next Strategic Directions cycle may include the following:

- 4) Increase the number of 8+8 programs by 3;
- 5) Increase the number of courses offered in the 8-week format by 10%;
- 6) Build a repository of 8-week program maps into Program Mapper.

COMPETENCY BASED EDUCATION

Overarching Work

The traditional “one size fits all” model of 16-week semesters based upon the Carnegie unit does not work for everyone. That is why colleges are increasingly offering a range of learning options: noncredit and credit, online, hybrid, and face-to-face, work experience, and condensed classes offered in eight-, six-, and four-week sessions. Competency-based education (CBE) is yet another educational option designed to enhance the accessibility of higher education. CBE is new to the California Community College system, but CBE is not itself new. Competency-based education was first established in the 1970s and CBE college degrees were approved for financial aid eligibility by the Department of Education in 2006.

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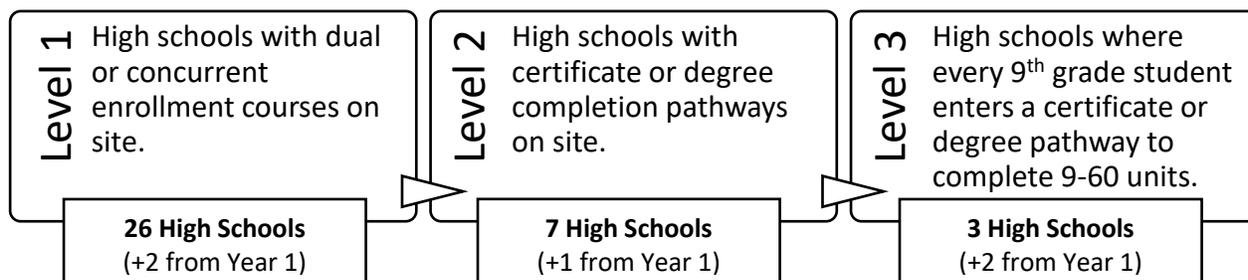
support the development of the first CBE program at BC. Goals for the next Strategic Directions cycle may include the following:

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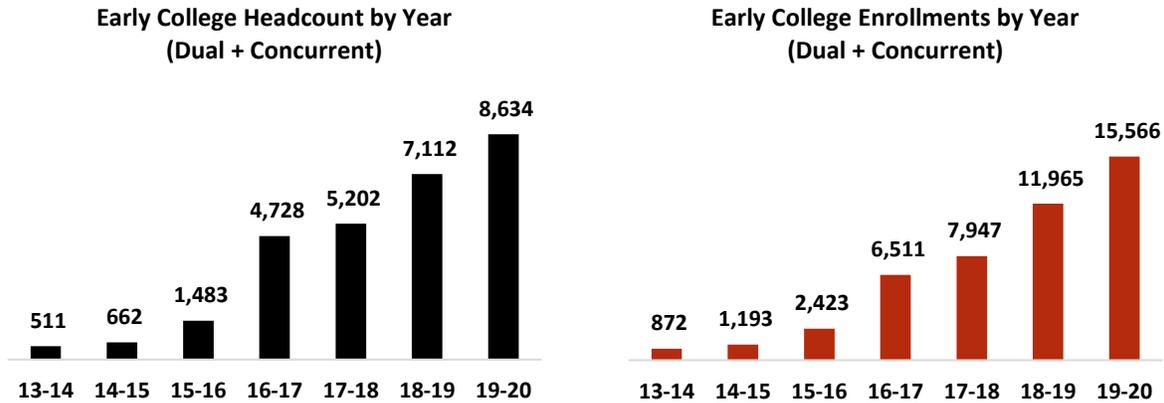
EARLY COLLEGE

Overarching Work: Scaling Up from Dual & Concurrent Enrollment Opportunities to Early College

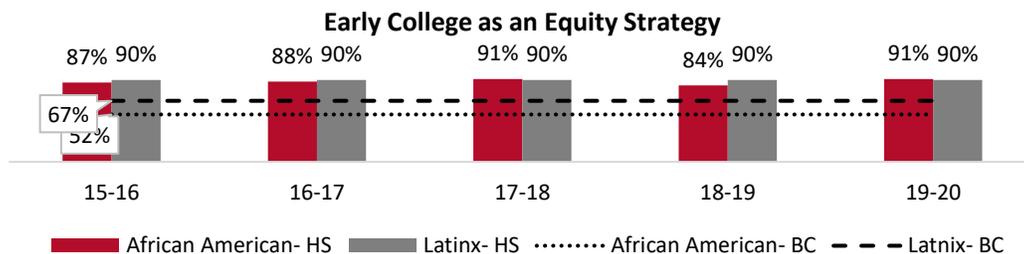
The Early College program was launched in Fall 2019 upon the foundation of both dual enrollment and concurrent enrollment programs that have existed at Bakersfield College since 2013. Early College bundles all forms of college credit for high school students into intentional and clear pathways for students to earn credit towards college certificates and degrees while they are in high school. With 36 high school partners throughout Kern County, Early College implementation at each site ranges from those offering some dual or concurrent enrollment opportunities to students, to those who have complete certificate or degree pathways on their high school campus. Full implementation of Early College, level 3, is achieved when all students in a high school can earn at least 9 college credits and a cohort of students earn an associate degree by the time they graduate from high school. The levels of implementation are shown below, along with the number of high schools at each level as of the start of the 2020-2021 school year.



The Early College program has grown to 8,634 students and 15,566 duplicated course enrollments. The growth of Early College since 2013 can be seen below.



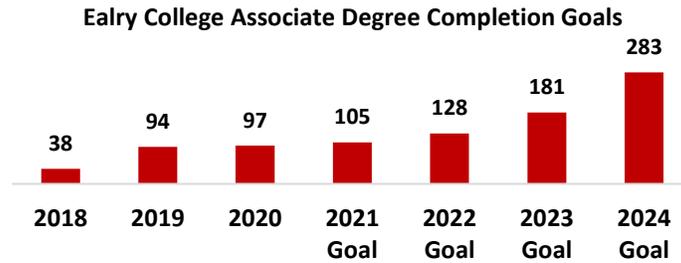
Of the students currently participating in the program, 78% are Latinx and only 1.6% are African American. Early College has proven as a successful equity strategy for the college, as students of color have performed at higher success rates in courses offered at the high school campus than traditional students of color taking courses at a college campus. These success rates can be seen below.



Early College Program Goals & Initiatives (2021-2024)

- **Early College Implementation:** Continue scaling up by connecting all dual and concurrent enrollment opportunities to college certificate and degree pathways.
- **DualEnroll.com:** Fully implement DualEnroll.com to replace the paper Dual/Concurrent Enrollment Special Admit Form and integrate with Banner to replace manual enrollment processes.
- **Educational Plans:** Create Educational Plans for all students on certificate or degree completion pathways in Starfish and assess progress towards completion annually.
- **Equity:** Increase the percentage of African American students participating in Early College.

- **Completion:** Increase opportunities for students to earn college certificates or degrees while they are in high school.
 - By 2024, we expect to have cohorts of graduates from 6 different high schools/districts earning an associate degree by the time they graduate from high school. The number of expected associated degree completers through 2024 is shown below.



- **Math & English:** Increase the percentage of Early College students completing transfer-level Math and English while in high school.

2013-2020 Math & English Completion Rates	Number of Students	Percentage of Population
Transfer-Level English Completion	2,601	10%
Transfer-Level Math Completion	408	2%

DATA-DRIVEN SUPPORT FOR STUDENT TRACKING AND RETENTION

What overarching work has been done the last couple of years related to data-driven support for student tracking and retention?

BC has developed a data coaching program that has been noted as a pioneer and leader in this space. Data coaches are key members of the Completion Coaching Teams (or, alternatively, Completion Coaching Communities) that developed to support enrollment and success of students in each Learning and Career Pathway. During the pandemic, students have also been supported by the fully online Student Information Desk, a drop-in Zoom session which acts as a digital front door and welcome center that students can access from the college’s home page (<https://bit.ly/bc-sid>).

Our data-driven support for student tracking and retention has evolved from relying on the Office of Institutional Effectiveness to pull and distribute lists of students so that staff could conduct calling and email campaigns to a much more fluid ability for many faculty and staff to access on-demand lists of students delimited by an array of characteristics in

Starfish and then target email and text messages to students on those lists (as well as phone calls, as appropriate). The integration of more facets of the retention and enrollment campaigns into a single platform have greatly increased speed and flexibility of these efforts. There is also greater potential for tracking of these efforts, though this remains largely untapped.

Bakersfield College has been widely recognized and emulated for its data coach program. The Chancellor's Office (<http://bit.ly/BC-Data-Coach-CCCCO>), the Career Ladders Project (<http://bit.ly/BC-Data-Coach-CLP>), and the Continuous Learning Institute (<http://bit.ly/BC-Data-Coach-CLI>) among others have praised the innovative program for empowering a wide array of college faculty and staff and enabling them to support student success in data-focused ways. For example, data coaches have received training on how to identify students who have not yet completed a math or English class and follow up with them to encourage their completion of key guided pathways momentum points. As part of their continuous review and improvement process, the Office of Institutional Effectiveness recently completed a survey of 43 faculty and staff who participated in BC's Data Coach program in Fall 2020. Twenty-three (53%) of the data coaches responded to the survey. Twenty of the respondents (87%) indicated that they had attended two or more training events in fall 2020 and 91% indicated that they were satisfied with the training. Other highlights from the survey include the following:

- 100% were familiar with the 1st year guided pathways momentum points
- 91% knew how to obtain data on guided pathways momentum points
- 74% knew how to access data coach reports on Cognos
- 91% of data coaches indicated that they knew how to manipulate data in Excel
- 83% knew how to create figures and graphs in Excel
- 87% were comfortable using Starfish to access data on students

Successfully transitioned from a focus on Cognos reports to a the more integrated tools provided by Starfish.

Integrated Starfish data into the new Research Data Warehouse which should

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

Strengthen organization. Surveys of data coaches reveal that they are being used unevenly. Not all LCP groups or departmental groups meet regularly. The overall organization of the work is in transition as the coordination and logistics shift from primarily learning on the Learning and Career Pathways as the organizational unit to more organic groupings based on departments or clusters of departments supervised by deans.

Clarify who does what. Provide an easily accessible web page that details who the data coaches are and which area they support. This document should also describe the other

members of the team, such as the administrative lead (usually a dean), counselor, discipline faculty, financial aid member, etc. Previous iterations of organizational documents for completion coaching teams have provided these membership lists which are useful for organizing, training, and planning projects.

Clarify leadership. Who are the overall leaders of BC's data-driven support for student tracking and retention? How are the efforts organized? Without clear leadership and structure, efforts vary widely. An achieving the dream (ATD) team developed a communication timeline and set of templates but these were not widely adopted.

Clarify the priority of data coaching and completion coaching team work. How should staff, faculty, and managers prioritize this work in relation to their other job duties?

Stay abreast of technical developments and software lifecycle information. Starfish, which is owned by Hobsons, was recently required by EAB which developed and sells a competing product (EAB Navigate) that is used by Cerro Coso and Porterville. While Starfish development and training are well developed at this point, we should track and be aware of potential changes to the platform as EAB assumes ownership and control of operations, including the likelihood of less development and lower priority support for Starfish from EAB.

Improve tracking of the effectiveness of enrollment and retention campaigns. While we have increased our ability to conduct these campaigns our ability to measure their impact is still developing.

Leverage the integration of Starfish data in the Research Data Warehouse to better understand and track student plans and activities, including meetings with counselors, and receipt of/response to Starfish flags.

Train staff on how to use available resources including Starfish, Cognos, and Tableau, as appropriate.

FINANCIAL AID

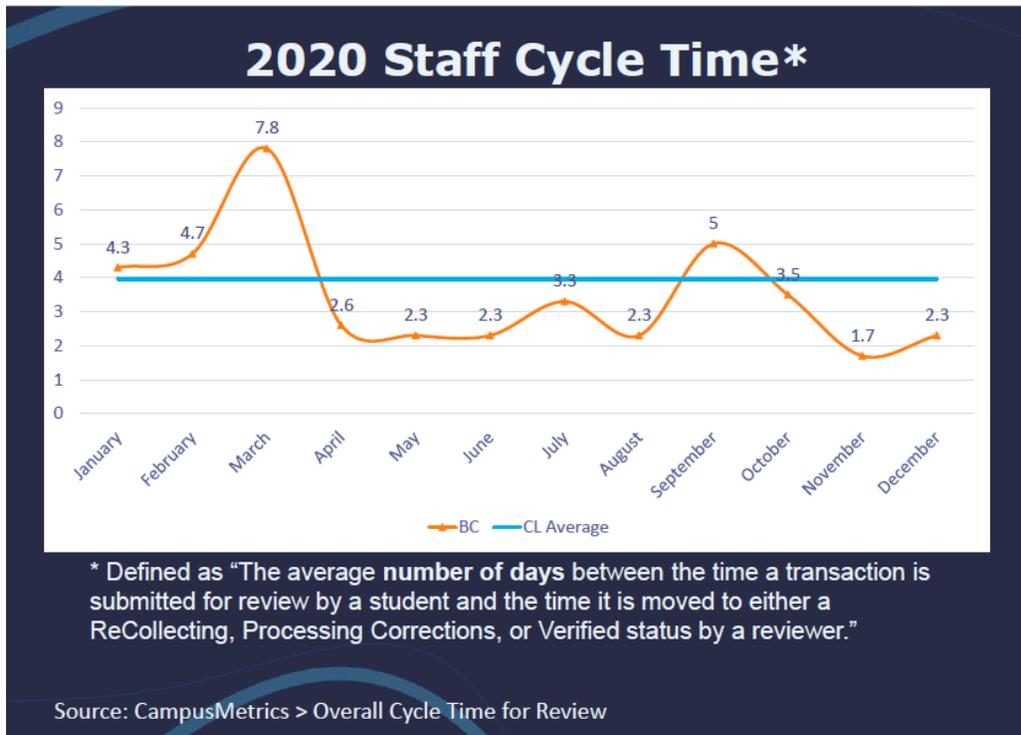
What overarching work has been done the last couple of years related to this topic?

Financial concepts- disseminate information/ increase services to reduce financial barriers

- CampusLogic

As our staff and students become more familiar with electronic form submission through CampusLogic, the average number of days to address documents submitted for review has reduced consistently, year by year. During 2020, after moving to remote work in March, our staff reviewed documents in an average 2.8 days, below the average for other

CampusLogic schools. Students are able to receive information about the status of their financial aid faster and address any issues before they cause significant delay to the receipt of their award. These efficiency efforts work to reduce barriers for students who are selected for verification or who require other adjustments to their eligibility. Continued optimization efforts include the integration of remaining paper forms into electronic formats, and the overall reduction of required items for processes like Satisfactory Academic Progress appeals.

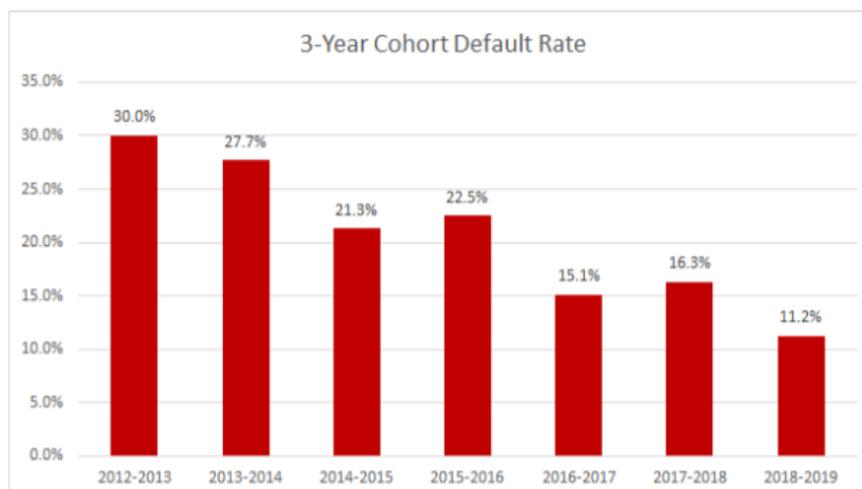


Staff Cycle Time (Year-Over-Year)

	2018	2019	2020	% Change
January		3.2	4.3	34%
February		3.7	4.7	27%
March		3.3	7.8	136%
April	2.8	3.5	2.6	-26%
May	5.3	4.4	2.3	-48%
June	10.1	3.4	2.3	-32%
July	8.1	3.8	3.3	-13%
August	5.5	3	2.3	-23%
September	7.5	6.4	5	-22%
October	4.5	4.1	3.5	-15%
November	1.8	3.2	1.7	-47%
December	2.3	1.6	2.3	44%

Source: CampusMetrics > Overall Cycle Time for Review

- Default Rate
 - Closing the Loop document? (Nick)
 - Cohort Default Rate:
 - Bakersfield College's latest 3-Year Cohort Default Rate is 16.3 percent, which is a significant improvement from the previous years, while the newest rate is estimated to drop to 11.2. These numbers demonstrate a continuous decline in loan defaults due to the Financial Aid Office's financial literacy efforts, educating students on their responsibilities and options with effective management of their student loan obligations.



-
- CARES funding

- To mitigate the financial barriers posed by the COVID-19 pandemic, our office has quickly and equitably distributed \$63,599,816 in funds to 21,376 awardees for the 20/21 academic year, including emergency funding of COVID-19 CARES Funding at \$6,091,497 and COVID-19 CARES Funding for Minority Serving Institutions at \$770,948. This additional funding has been vital to keeping students afloat during these trying times.
-
- Jennifer Achan’s Workplan (data on total funding)
 - COVID-19 CARES Funding \$6,091,497
 - COVID-19 CARES Funding for Minority Serving Institutions \$770,948
- Financial Literacy- CashCourse
 - In the past year, over 300 students have accessed and taken one of the financial literacy courses available through our partnership with CashCourse. This educational resource provides students an opportunity to develop personal finance skills that they may not have access to in their daily lives. Reviewing the popularity of certain course topics also provides insight into the needs of our student population. For example, Saving and Emergency Preparedness ranked most popular among students, which speaks to the impact of financial uncertainty due to the pandemic.

Cash Course Lessons	Students
Be Credit Savvy	64
Budgeting Basics	45
Prepare for Emergencies	68
Saving and Goal Setting	126
Grand Total	303

- Social Media outreach
 - As our campuses closed due to the pandemic, greater emphasis has been placed on innovative ways to outreach to our students from a distance, as well as provide them a contact point that is accessible in a virtual environment. In addition to providing access to staff via video conferencing platform Zoom, our team has made an intentional effort to increase our

visibility on social media. These efforts, especially during October for Financial Aid Awareness Month, saw marked increases to our social media presence. The @bc.finaid Facebook page saw a 400% increase in total page likes and 487% increase in page follows. Post-FA Awareness we had reached 1,915 people (a 224% increase) and 496 people engaged with our posts (4860% increase). Providing students with informative video content proved valuable, with 940 Video views (7,733% increase).

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

Increase financial applications by 5%

- Workshops
- Text messages - Ocelot
- Five9
- In our ongoing effort to reduce financial barriers and increase access to higher education for students from all backgrounds, our office will employ the technology available to us to outreach to students who have not yet completed an application for financial aid. Utilizing Ocelot, a chat bot platform currently employed to answer students general questions 24/7, we can now text message students who have not completed an application for financial aid. In addition, we will also be contacting students via calling campaigns led through our latest technological initiative, called Five9. The combined use of text message and personal phone call campaigns to encourage and guide students to application completion, we hope will result in at least a 5% increase.

Increase financial awareness by 5%

- Events
- Seminars
- Spurred on by our effectiveness on our social media platforms, especially Facebook, our office plans to continue to outreach to students using these methods, as well as provide continued access to video content that can be repurposed and shared for months to come. As in-person events will be limited, even with an eventual return to campus, our online presence takes on new importance. Moving in this direction, we will likely continue to offer Satisfactory Academic Progress Appeal workshops and Loan workshops online, as well as hosting a variety of financial aid related workshops online, like scholarships. From this “new normal” we hope to increase the financial awareness of our student population by at least 5%.

ACADEMIC SUPPORT

Overarching Work

When the COVID-19 pandemic struck full-force in March of 2020, all aspects of BC had to go virtual practically overnight, and the Tutoring Center and Student Success Lab were no exception. As a computer lab with online learning already embedded, the Student Success Lab was able to make the transition relatively smoothly other than having to ensure that its staff were trained on Zoom. For the Tutoring Center comprised of its 3 separate sites (Main Campus, Delano, and Southwest), the greatest challenge was merging these 3 distinct centers into one powerful, unified online service. No longer did physical location matter but rather it became crucial that students be presented with an easy-to-access consolidated online tutoring service.

The Tutoring Team responded to the call in the spirit of teamwork, pooling their resources together, modifying processes and procedures where needed, and learning the ins and outs of Zoom with a can-do attitude. There were days of discouragement, such as when the hosting rights in Zoom were so confusing that they seemed insurmountable, but the Team forged onward. Today, Tutoring proudly boasts a robust online service that includes 2 warmly welcoming Zoom lobbies with nearly 100 tutors offering assistance in most BC subjects in a never-ending creation of breakout rooms, run by the staff like switchboard operators!

The merging of our sites was impressive enough, but perhaps what has been the greatest achievement is “finally learning how to swim after being unceremoniously shoved into the roiling waters.” We all needed this! After several years of half-hearted dabble in the world of online tutoring, the Tutoring Staff are now self-trained experts, thanks to the emergency situation created by the pandemic. Online tutoring is second-nature to them now, and when we return to campus, online tutoring assistance will enjoy a much more solid and permanent role in Tutoring than it ever did prior to COVID. This is the true silver lining of an otherwise stressful situation!

Goals and Initiatives Moving Forward

For the Student Success Lab, the goal is to make the Lab more relevant to student needs and objectives by redesigning the PLATO-based learning software curriculum so that it reflects a CBE (Competency Based Education) model. Moreover, research indicates that badges and micro-credentials not only incentivize learning but also help students target gaps in their skillsets, which makes them more employable in the job market. Current conversations with Director Kim Nickell have been centered around ways to tie in PLATO mastery modules with a Canvas shell, so that badges can be added in through the Badgr software.

The first step will be to design a CBE pilot for basic Math skills for Fall 2021, tapping into the curriculum of ACDV B72, which was the original course for an essential foundation in Math. Meetings will need to take place between the Program Manager for Academic Support, Kim Nickell, and faculty member Erica Menchaca, who is leading the efforts to establish the process for creating a number of CBE courses at BC.

Regarding the Tutoring Center, we are looking ahead to what our 3 sites will look like once we return to campus, considering that we will have a “4th site,” so to speak, which is the virtual arm of Tutoring. How will the online service coordinate with in-person tutoring? Who will provide staffing? How will we make sure that we have adequate computers at each site with a space designated for online tutoring? How will the noise levels be handled? And there are many other questions to discuss, such as do we really want to go back to all the paper forms now that we have experienced the ease of software like Adobe Sign?

But the end results for both the Success Lab and the Tutoring Center will be greater student access and a high-quality product (service) that meets them at their point of need. For the Success Lab, a student can receive a customized set of competency-based lessons and complete them, knowing that they have mastered the concepts necessary with a badge to proudly prove it! This can be done face-to-face in CSS-143 or online from home. For the Tutoring Center, students in the outlying, rural areas (Lamont, Arvin, Shafter, etc.) can get on a laptop or cell phone and click on the link to request a virtual tutor. In no time, they will be set up with a weekly tutor to guide and encourage them in their subject matter for the rest of the semester. Moreover, tutors and tutees will have the option of doing their sessions from a distance or, if they are able and prefer it, they can come to the physical tutoring site to conduct their business. The flexibility afforded by the new arrangement will make students’ lives more manageable, and the increased ability to access services will certainly contribute to the College’s equity goals.

To Summarize the Above Plans for Academic Support:

- Student Success Lab
 - Research CBE model further to see how PLATO software can embrace CBE, including the use of badges.
 - Pilot a basic skills Math course using CBE in the Fall of 2021 and assess its effectiveness.
- Tutoring Center
 - Discuss the arrangement for post-Pandemic Tutoring with 3 physical sites and now a permanent 4th component, Online Tutoring, and draw up a plan before mid-Summer 2021.

ENROLLMENT TRENDS RELATED TO THE PANDEMIC

What overarching work has been done related to this topic?

As we grapple with understanding the impact of the pandemic on enrollments and how to best respond, it is helpful to consider three time frames: the immediate context, the short-term, and longer-term.

Immediate context

The COVID-19 pandemic of 2020-2021 has had profound, complex, and far-reaching impacts on enrollments at Bakersfield College as well as other community colleges across the state and nation. While many selective universities have experienced a surge in applications and enrollments, community colleges have seen a sharp drop in enrollments. According to the National Student Clearinghouse, community colleges saw an alarming 10.1% drop in enrollment in fall 2020 relative to fall 2019 (<http://bit.ly/NSC-F20-Enroll-Drop>). BC's fall 2020 enrollment was down about 6%, while this constitutes a stark reversal of the growth trend of the past decade, BC still fared much better than the overall national average for community colleges (-10%) or the state average for CCCs (-11%). As of February 11, 2021, NSC research confirms that spring 2021 enrollments are down over 9.5% relative to spring 2020 (<https://nscresearchcenter.org/stay-informed/>). The main driver in community college enrollment declines is a decline in the rate at which graduating seniors are enrolling in community college (-22.7%).

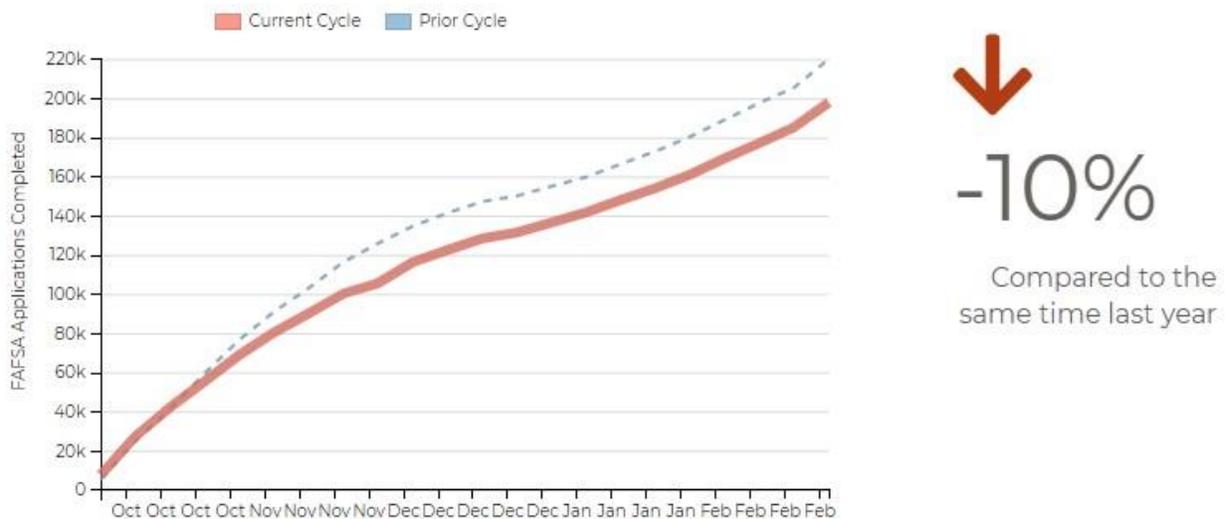
Not all community college enrollment activity showed the same pattern of sharp declines. Shortly after the pandemic initially took hold and state shutdowns were first being put in place, community college summer term enrollment exhibited a strong surge. The growth in summer enrollments offset the initial enrollment declines seen in fall 2020. Given BC's "summer surge" in enrollment **summer and fall enrollment numbers combined showed a positive year-over-year enrollment growth of +1%**. However, enrollment and FTES for spring 2021 remained low (-6.2%) ensuring that the overall FTES for 2020-2021 will be lower than the prior year for the first time since 2012-2013.

The impact on enrollments has not been equally distributed. There have even been some bright spots with enrollments increasing for students aged 30+ and for White students. Many CTE areas (such as agriculture business, agriculture, animal science, and crop science) have seen enrollment growth, as well. Rural students, Black students, and Latinx students on the other hand have been disproportionately impacted by the pandemic

BC responded immediately to the pandemic by shifting virtually all instruction and services online, by surveying both students and staff about their experiences, by providing technology and pedagogical professional development, and by providing technology resources, such as laptops, Chromebooks, and software to both students and staff. Survey data indicated that approximately 20% of students were struggling to stay connected to instruction because of sub-par internet access and/or technology (e.g., using a cell phone) while

Short-term perspective

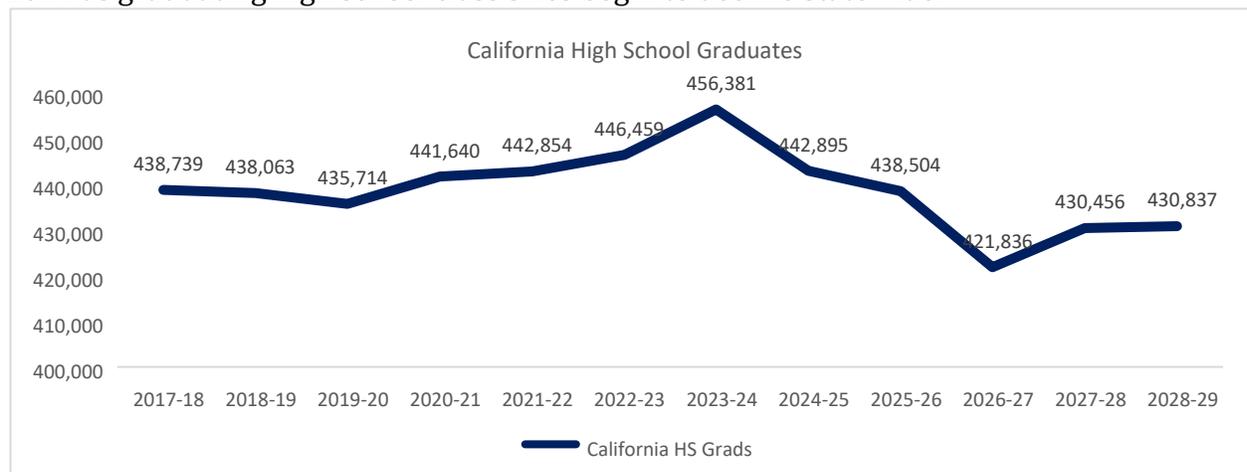
As of March 2021, the forecast for fall 2021 enrollments is not strong. An important leading indicator of fall entering class sizes is the rate at which current high school seniors complete the Free Application for Federal Student Aid (FAFSA). Nationally, the number of FAFSA applications is down 9% from the prior year and within California they are down 10% relative to the same point in time last year.



<https://national.fafsatracker.com/schoolView/5>

Longer term perspective

Most California community colleges are facing an impending “enrollment cliff” in the year 2024 as graduating high school class sizes begin to decline statewide.



Projections for Kern County, however, are relatively robust over this time period indicating that enrollments at BC are likely poised to recover once the immediate and short-term effects of the pandemic are behind us. By 2022, we should largely be past the negative effects of the pandemic on enrollments. In the longer-term we are likely to see enrollment benefits from increased fluency with and flexibility regarding online scheduling options.

What goals/initiatives will move the work forward on this topic, for the next 3 years?

As with the enrollment impacts the goals and initiatives can be divided into short, medium, and longterm.

Immediate term actions

Conduct data-focused calling campaigns organized by Affinity Group, Pathway, and/or academic department.

Pathway Efforts

- Calling Campaign Participation
- End of Semester Emails from Faculty
- Periodic Pathway Canvas/Email Communications
- Department Starfish Trainings

Increase scheduling of late-start 8-week classes. BC's own research has found 8-week classes to have substantially higher success rates than 16-week classes (six to seven percentage points higher, on average, all other things being equal). An Ivy Tech College study group proposed making the 8-week class the default scheduling option based on their research (<https://www.ivytech.edu/files/8-WeekCourses-Study-Paper.pdf>)

Invest in technology and technology support for students & staff.

Short term strategies

Use CARES Act & HEERF monies strategically. These can be distributed to incentivize enrollment and to improve both the online experience (e.g., by developing neighborhood

WiFi nets, distributing laptops, providing professional development). Questions remain on how best to distribute direct aid to students in a way that will help achieve our enrollment objectives; this topic deserves additional study.

Increase outreach by resuming in-person events as soon as practical (e.g., May) and by continuing to develop online & virtual resources (e.g., program pathways mapper, virtual campus tours, student information desk).

Increase flexible scheduling and modality options (e.g., hybrid, 8-week).

Communicate effectively about preparations for a safe return. Surveys of students and staff indicate that though there is excitement about returning to campus about 40% of students and staff are not yet comfortable with the idea of returning to in-person instruction. There are specific actions that we can undertake and promote awareness of that will increase students comfort with returning to campus:

- Classroom are sanitized (71%)
- Sanitizing supplies avail. (64%)
- Social distancing protocols (62%)
- Temp. checks required (54%)
- Fewer students per class (52%)
- Provide PPE (51%)
- COVID-19 Testing (45%)

Other short-term actions to promote enrollment include supporting the vaccination of staff & students as well as deepening our commitment to ending the digital divide.

Intentionally recruit and support older students, displaced workers, and those seeking to obtain new skills or upskill particularly in CTE areas. Enrollment among older students (30+ years old) and in many CTE areas has actually increased during the pandemic year. As the people are vaccinated and mobility increases, we can expect to see more non-traditional students seeking to re-enter the labor force. This may also include recent college graduates who are encountering a challenging labor market.

<https://www.chronicle.com/article/the-pressure-to-retrain-workers-could-be-intense-forcolleges-heres-what-they-can-start-doing-now>

<https://www.pewresearch.org/fact-tank/2021/02/10/unemployed-americans-are-feeling-theemotional-strain-of-job-loss-most-have-considered-changing-occupations/>

<https://hechingerreport.org/high-paying-jobs-go-begging-while-high-school-grads-line-up-forbachelors-degrees/>

https://www.newyorkfed.org/research/college-labor-market/college-labormarket_unemployment.html

<https://hechingerreport.org/more-people-with-bachelors-degrees-go-back-to-school-to-learn-skilled-trades/>

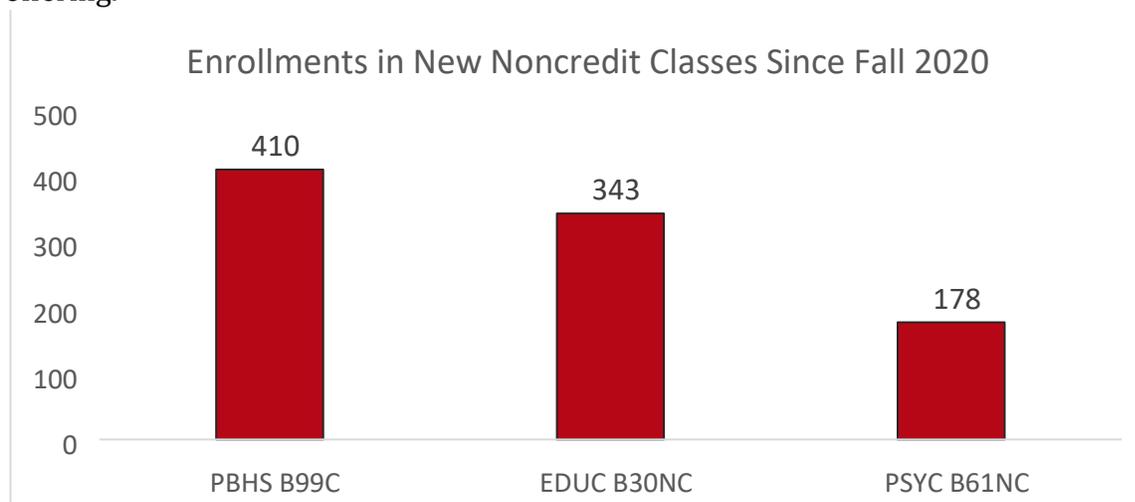
Longer term strategies

Bring back robust on-campus enrollment while simultaneously growing online enrollment.

Online enrollment can tap new student populations by selectively increasing enrollment of students from out of state or from other regions of the state. Non-resident enrollment provides an alternative funding stream for the college. Online degree options should be expanded and students should be empowered to matriculate, attend, and graduate completely online. **Badging** may be a significant tool in this area.

Extend and develop relationships with high schools while also diversifying student base by **directly providing instruction and training to businesses** and other organizations.

Increase noncredit to credit pathways. BC has experienced robust growth in noncredit offering.



Develop and integrate competency-based education (CBE), including credit for prior learning.

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 promotes equity and fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

STUDENT HEALTH AND BASIC NEEDS

Overarching Work

The Student Health and Wellness Center (SHWC) aims to further the health equity of the educational opportunity. Over the course of the past 5 years, the clinic visits have dramatically gone up each year compared to the one prior, starting with 1,320 visits in the 2014-2015 school year to 5,830 visits in the 2018-2019 school year. While many of the services are free, SHWC provide mental health one-on-one services, group therapy sessions, TB testing and screening, flu shots, hygiene products, male prophylactics, over-the-counter medications, family planning, low cost prescription medicine, snacks and health supplies, campus-wide wellness activities, participation in the National College Health Assessment survey, and tele-health services to name a few.

The Renegade Pantry within the Office of Student Life aims to provide student assistance in the form of fresh food, non-perishables, hygiene products, school supplies, and clothing. The Pantry Shelf program aims to combat hunger amongst the Renegade student population. While all numbers have risen consistently since 2014, the most drastic change was from 2017 of 6000 students to almost 30,000 in the 2019 year.

Both of these services mentioned above strive to take down barriers that may hold back students from being successful academically. In 2018, the American College Health Association's National College Health assessment results showed that over 30% of students reported a health issue that interfered with their academic success. The Hope Center for College, Community and Justice issued a report in 2019 that 48% of community college students who responded to the center's survey are food insecure.

The Renegade Pantry and the Student Health and Wellness Center are two strong student-centered programs at Bakersfield College helping students through their academic journey to meet the foundation of Maslow's Hierarchy of Needs of physiological, security, and social affection.

Bakersfield College has laid the foundation for a Non-Credit Institute by strategically developing Career Development College Preparation (CDCP) programs that provide free, short-term certificate programs. A taskforce of faculty and staff have developed courses and programs that enable students who complete to acquire liveable wage jobs in a relatively short amount of time. The first group of students that have benefited from this initiative includes some of Kern County's most disadvantaged individuals including homeless, immigrant, and adult learners. These courses are designed to skill up, build up and get those facing unemployment back to work. In addition, with the onset of COVID-19 and in response to the needs of the community, the Back to College Initiative was amplified in Spring 2020. This allowed for innovative approaches to learning service delivery and intrusive support within virtual settings.

Goals and Initiatives

The major goal for these two programs will be to return to the numbers of students served after the COVID-19 crisis is over. These services have been hit hard due to the virtual environment we are currently living in. The Renegade Pantry has started a drive-thru initiative to continue supplying students with food supplies and the Student Health and Wellness Center has taken precautions to keep face to face visits safe. However, whether

due to the digital divide, fear of the virus, or any number of factors, attendance is considerably low.

The Student Health and Wellness Center looks to expand its current services by adding online screenings, more immunizations on campus, tele-consults with a licensed therapist to help with local referrals, and to expand on mental health services.

The Renegade Pantry program looks to continue its drive-thru service to allow an option for students to pick up food supplies during the COVID-19 crisis. The goals over the next three years include adding workshops for students for hands-on learning about healthy food options, meal preparation, budgeting for groceries, and other resources that are available to students for help with food. In addition to these educational resources, we plan to make grab-and-go options and pop-up pantries a readily available means to students around the campus on a weekly basis. Long term pantry goals would be to bring in a nutritionist/dietician to work with individual students on how to choose foods wisely, how to meal prep, how to shop for their families and more. Additionally, we would like to partner with county offices to assist with signups for Supplemental Nutrition Assistance Program (SNAP), and other financial resources that students could apply for to help with expenses while they are obtaining their degrees.

Bakersfield College is ready to answer the call to action to meet California's ever changing workforce needs. Through various levels of labor market-centered curriculum development and innovative approaches to program design and expansion, Workforce Accelerator 9.0 (pending grant submission) stands to assist BC in advancing Labor Force Equity in Rural California. Leveraging existing institutional and funding structures, BC seeks to establish a comprehensive Non-Credit Institute that will deliver free, high-quality training and education for some of the San Joaquin Valley's Kern County's most disadvantaged individuals.

Appendix C

Infrastructure and Resource Development

Campus Beautification

What overarching work has been done the last couple of years related to this topic?

There are two categories for the Beautification projects taking place at BC's campuses: (main or all?) 1) projects funded by Measure J and 2) projects funded through donations and/or external funding. BC's core values are embedded into each beautification project. Designs for landscaping and other beautification projects center on sustainability; engage our community; and provide spaces that foster emotional wellbeing, physical health, academic learning, and personal growth. BC's beautification projects are purposeful and integrated into BC's holistic approach to education.

Measure J Funded Projects

Sidewalks

Landscaping w/ buildings

Externally Funded Projects

BC's Peace Garden Project

This long-term project embodies the spirit of modernizing and transformation by providing interactive spaces throughout the campus that embrace diversity and promote unity, compassion, learning, and mutual respect and engagement. This project compliments the Measure J projects by providing updated landscaping and spaces for reflection, inspiration, and learning. The Peace Garden Project will consist of multiple themed gardens on the BC's campuses that encompass Bakersfield College's core values. This multi-year project will be funded in part by donation and will be maintained by Bakersfield College staff. Project leaders will also seek additional external funding/grants as needed. Sustainability will be in the forefront of all gardens.

The concept for the Peace Garden Project emerged from BC's Gandhi Celebration in October 2019, when Arun Gandhi spoke at BC's Delano campus. This inspiring event brought to BC through the support from Naina Patel and the Patel Foundation was the foundation for Dr. Sonya Christian's vision of the Peace Garden Complex for Bakersfield College. The Project's core team includes administration, faculty, and maintenance, and obtains input from students and community members. BC's staff, students, and community are involved in garden designs, garden locations, and foliage.

The design phase for the first garden, *the Learning Garden*, began in 2020 and will be completed by spring 2021. The construction phase is slated to begin in 2021, and projected

completion is October 2021. The Learning Garden will be adjacent to the southeast corner of the Grace Van Dyke Library. This garden will provide a space for students, staff, and the community to find inspiration, re-energize, reflect, learn, and engage in meaningful conversations. Design elements will reference Trinity college's library archives that house documentation on human rights struggles, the Bodhi tree (tree of enlightenment), and the world's great peacemakers. Pavers will replace grass areas and foliage will be strategically selected to support design elements while being suited to our climate. The center of the garden will be open with minimalist seating on the outer areas of the garden.

SWOT

S – staff/faculty working collaboratively, contributions from faculty and students

W – based on donations/external funding, could slow project down

O – foster community relationships, bring community to campus, increase emotional and physical wellbeing of staff/students

T - ?? (squirrels??)

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

Measure J Funded Projects

??

Externally Funded Projects

Future gardens?

Next one likely 'free speech area' (small modifications)

Big one – 'Unity garden' (West of Indoor theatre, large enough to rent the space for events)

List all currently planned? Or just 3 years?

Internet Access Expansion (IT Department)

What overarching work has been done the last couple of years related to this topic?

Over the last several years when we have sent out the ISIT survey to both students and staff, the overwhelming request has been for expanded Wi-Fi on each of our sites. Many of Bakersfield College's buildings are made of concrete, so Wi-Fi expansion can be very costly. As BC began to build out the projects that would ultimately become the Measure J Bond, Wi-Fi was an excellent candidate. The one-time infusion of money to complete the infrastructure for access on all of our internal and external spaces was exactly the type of project typically seen in bonds. When Measure J passed, the first phase of the Wi-Fi expansion project began and was completed. The first phase was the expansion of campus Wi-Fi at all sites so that all internal spaces were covered with Wi-Fi. This was a huge jump forward and allowed our students in any of our classes to utilize technology to enhance their learning.



The next phase of the Wi-Fi expansion project was to bring that same Wi-Fi coverage to our external spaces on campus. External spaces include green spaces between buildings, areas where students congregate and even coverage in our parking lots. In a perfect world, even our 20,000 person stadium and our 1,400 person outdoor theater would also be blanketed in Wi-Fi. Although there is a remaining sum of money waiting in the Measure J funds, the bulk of the project is on hold because of the other construction on campus. In order to mount external Wi-Fi access points on buildings, the new and remodeled buildings need to be complete. Although that slows down our progress for now, there are still spaces on campus lacking Wi-Fi coverage that can be targeted because expanding access is not dependent on new or re-modeled buildings to be built.

Due to the COVID-19 pandemic, wireless access has become even more important. While students are still not able to come to campus for most classes, there are students that do not have reliable internet access at home. One solution to help with this problem was a project to provide Wi-Fi access in one of our parking lots so students could utilize the campus Wi-Fi to do their work. Another option that is getting some attention is using Wi-Fi mesh networks to extend Wi-Fi, especially in rural areas, into neighborhoods so that students with no or unreliable internet can have access for free or very low cost. This is a creative option that will need more exploration and resource but should be investigated for future possible implementation.

As we continue to migrate students back to campus there will be a continued focus on social distancing and encouraging students to be in outside open spaces. Improving the Wi-Fi in our green spaces and areas where students congregate becomes important. If we can increase the availability of Wi-Fi across our all of our campuses, it becomes much easier to convince students to socially distance and work on their devices at tables or under the shade of a large tree.

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

Looking forward to the next 3 years there are three goals we would like to accomplish. Each of them have challenges but can be done in the 3-year timeframe assuming funding is available.

The first goal is to improve the reliability of existing Wi-Fi in all of our internal spaces. This means making sure there is adequate coverage as well as adequate capacity. Although the initial Measure J project is complete and there should be coverage in all areas, we are still finding pockets where because of interference, building structure, or other factors, the Wi-Fi signal is very weak or non-existent. The goal is to continue to identify and troubleshoot those areas to improve access. Although there may be coverage, we may still have areas due to heavy student usage that the capacity is not what it should be to support the volume of students. Both capacity and coverage need to continually be addressed to improve the Wi-Fi footprint on campus.

The second goal, as mentioned in a previous section, is to expand the Wi-Fi footprint to include all of our green spaces and parking lots. If funds permit, even including the stadium and outdoor theater. This is part of phase 2 of the Measure J project but may also be funded with some of the CARES money because it impacts students coming back to campus. The more spaces with Wi-Fi coverage, the better we can encourage social distancing for our students and employees, especially in our outdoor spaces. This expansion would not only be on the main campus but would include Delano and the BCSW campus as well.

Finally, the third goal which is very lofty. There are projects in place in other school districts where, with the help of community partners, the school has been able to extend their network using Wi-Fi mesh technologies, into neighborhoods. The goal is to evaluate this option for use in some of our rural areas to help students who may not have internet access at home or the access is unstable. Although this is a new focus for us, it definitely bears investigating to see what the viability is of a project like this. There are have been some similar discussions in the past with our partners at the Wonderful Company but they were just initial conversations and we need to dig deeper to see what the real options could be.

Bakersfield College Peace Garden Project

Prepared by

Krista Moreland, Professor of Anthropology

Contributions from

DUAL ADMISSIONS

What overarching work has been done the last couple of years related to this topic?

Bakersfield College has been ahead of the curve when it comes to the current move to support dual admissions. A position paper authored by Craig Hayward and Lesley Bonds in 2019 sketched out how a dual admissions scenario could provide a large increase in the state's capacity to award Bachelor degrees. President Christian also spoke to this point at the Intersegmental Pathways Symposium in November, 2019. She shared data and a statistical model which showed how increasing the proportion of students entering the CSU as transfers at the Junior level would boost Baccalaureate output by 300,000 degrees over ten years of instead of 45% of students starting as Juniors, we had 85% of students starting as Juniors.¹ This is essentially what a dual admissions program can accomplish. It will admit students to a CSU while simultaneously admitting them to a partner community college where they can complete their lower division coursework. This strategy leverages the vast size of the California community college system to increase the capacity of the CSU to focus on teaching upper division content, maximizing their available capacity which has largely topped out in terms of physical space.

In 2020, BC's Program Pathways Mapper Task Force collaborated with colleagues at CSUB to envision and operationalize what a dual admissions program might look like. As a first step, Ben Perlado and Craig Hayward compared and contrasted the CSU application and the CCC application, noting areas of shared data collection as well as areas that are unique to each system. In brief, the CSU application is considerably longer and gathers much more data than does CCCApply. This means that relatively few changes would be needed if

¹ <https://drive.google.com/file/d/19c7Z0eQ1uNdiIGxSLcFJXBRXgdQvbHPg/view?usp=sharing>

students were to complete the CSU application and then that application information was jointly shared with the CSU campus and the designated partner CCC campus.

More recently, the Governor’s Recovery with Equity Task Force has also been a proponent of dual admissions.¹ On pages 14 and 15 of their “Roadmap for Higher Education”, the Task Force outlines the following goals:

4. Establish an Integrated Admissions Platform California should create a single technology platform for admissions and transfer to replace the currently overwhelming and byzantine application and transfer processes. Designed well, such a platform also can help colleges and universities better manage enrollment, integrate recognition of students’ existing knowledge and skills through credit for prior learning and mastery-based learning, plan for course delivery, and address capacity constraints.

5. Streamline and Unify the College Admission Process Recognizing that most learners attend more than one college in order to earn a degree, California public institutions should adopt a streamlined and unified admission process, enabled by an integrated technology platform, that provides an option for dual admission to smooth the pathway for learners who wish to attend a four-year institution but begin at a community college.

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

- Deepen and expand the work with CSUB on streamlining transfer pathways, including examining ways to connect or merge CSU Apply and CCCApply. Ben Perlado and Craig Hayward have examined the overlap in questions between these two platforms and concluded there are two approaches that can be taken: 1) The “little step” is to share data from CCCApply with the CSU and the CSU Apply program to pre-populate CSU Apply where possible. This will streamline the transfer experience; 2) the “big step” creates a unified application that includes all necessary data elements for the CCC and for the CSU and, eventually, the UC (see AB 295 reference below). A single post-secondary education application platform that is jointly available to the CCC, CSU, and UC will lay the foundation for both dual application and a smoother transfer experience.
- Focus on the joint application and implications for financial aid. Leverage our experience with clarifying transfer pathways to CSUB and UC Merced. Ensure that students are well-supported financially and are not financially disadvantaged in unintentional ways by dual application.

¹ https://www.capostsecondaryforall.org/wp-content/uploads/2021/03/Recovery-with-Equity_2021Mar25-12pm.pdf

- Support and track the progression of AB 295:
<https://esd.dof.ca.gov/dofpublic/public/trailerBill/pdf/295>
- Pilot the dual admissions model with CSUB by 2023-2024.

Appendix C: Infrastructure and Resource Development

PRIVATE PHILANTHROPY AND BUILDING NAMING

Bakersfield College, through the Bakersfield College Foundation, has enjoyed a great deal of support from the community and, as a result, the BC Foundation boasts one of the largest endowments among the 116 colleges in the California Community College system.

Historically, community colleges are at a disadvantage in terms of philanthropic giving, as community college graduates tend to think of their university alma mater when they identify as an alum, rather than their time spent at community college. In addition, community college development teams (including Bakersfield College) tend to be much smaller than those at four-year universities.

In the fall of 2020, the Jay Pritzker Foundation announced a commitment to contribute \$100,000,000 over the next 20 years to the California Community Colleges. This represents the largest gift ever for any community colleges in the nation, and there is hope that the gift will shine a light on the value of community colleges and the fact that we are worthy of significant philanthropic support.

Locally, donors are indicating a desire to have a deeper impact with their giving, rather than taking a “shotgun approach” to making contributions in the community. This trend could indicate there is increasing potential for large gifts if the college is able to work with the donor to identify an appealing project, and then able to make a strong case for the size of the gift requested. Donors continue to be interested in receiving recognition, and want to be able to realize recognition benefits over the life of the gift.

Goals and Initiatives

The Foundation is working toward strengthening its success in terms of private philanthropy through the following initiatives:

1. Naming opportunities—With Measure J-funded projects coming to fruition, new buildings and improvements are under construction on campus, and soon will be in Arvin and Delano. These projects provide a variety of naming opportunities that would offer recognition for donors wishing to support the campus. Since the funds are not needed for the actual construction, they could be used to expand programs or to support new initiatives on campus.

2. Cross-departmental development efforts--Foundation staff and departments on campus must work hand-in-hand to identify funding opportunities and to present those opportunities to potential donors. It is important for potential donors to feel connected not only to the development team, but also to the college president and deans, so they feel a sense of confidence that their funds will be used in an impactful manner.
3. Expanding alumni engagement—The BC Alumni Association has been revived and is now led by a 15-member board that is engaged board of directors representing alumni from all decades. Increasing the number of BC alums that self-identify as a “BC alum,” will help us increase the base of individual donors.
4. Utilization of BC Foundation Board of Directors—The BC Foundation board members have the potential to build stronger linkages between the college and local businesses and industries. We must utilize board members’ connections in the community to expand our college network for fund development purposes, and also to serve as a bridge to understanding the needs of local groups, especially employers.

EXTERNAL INTERNET

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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

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.

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 so that we will be useful and effective in providing support, resources, and encouragement.

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 and environment in which all members participate as a community through democratic engagement.

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 society including the mind, body, and spirit; through education, we will positively impact the health of the natural environment and the global community.

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.

ABOUT BAKERSFIELD COLLEGE

The Bakersfield College Panorama Campus was completed in 1956, opening to a few thousand students. The mid-century modern campus was unique, beautiful, and functional, and featured state-of-the-art facilities. Campus landscaping complimented the architecture with minimalist and naturalistic simplicity. Over the next 64 years a few buildings were added to accommodate BC's growth in student body and employees. Landscaping updates were infrequent and localized near new structures.

Over the last 64 years BC has grown in step with Kern County. When the Panorama campus was built the population in Kern County was 291,000, with 50,000 residing in Bakersfield. Today, the population in Kern County is 900,202, with 384,145 in Bakersfield. Today, BC is home to over 2,000 employees and annually serves over 39,000 students and continues to grow. In 2018, Kern County residents passed the Measure J bond, providing for facilities updating and new construction, providing needed space to accommodate BC's growth. Measure j projects will be the most significant update to the BC campus since 1956, modernizing and transforming the BC campus.

The Proposed Peace Garden Complex at BC embodies the spirit of modernizing and transformation by providing interactive spaces throughout the campus that embrace diversity and promote unity, compassion, learning, and mutual respect and engagement. The Peace Garden Complex compliments the Measure J projects by providing updated landscaping and spaces for reflection, inspiration, and learning.

The concept for the Peace Garden Complex emerged from BC's Gandhi Celebration in October 2019, when Arun Gandhi spoke at BC's Delano campus. This inspiring event brought to BC through the support from Naina Patel and the Patel Foundation was the foundation for Dr. Sonya Christian's vision of the Peace Garden Complex for Bakersfield College.

The Peace Garden Complex will consist of multiple themed gardens on the BC's campuses that encompass Bakersfield College's core values.

PEACE GARDEN COMPLEX VISION STATEMENT

The Peace Garden Complex will consist of multiple themed gardens on the BC main campus and satellite campuses. Each garden will promote Bakersfield College's core values of *learning, diversity, integrity, wellness, community, and sustainability*. The Dalai Lama has said, "World peace begins with inner peace", and the peace garden complex embodies this idea by providing spaces for individuals and groups to find inspiration, promote creativity, engage in meaningful conversations, for reflection and meditation, fostering global citizenship, and to learn about oneself and the world's great peacemakers. This multi-year project will be funded in part by donation and will be maintained by Bakersfield College staff. Sustainability will be in the forefront of all gardens.

The future Peace Garden Complex at Bakersfield College will be designated places:

- where the campus community may gather for reflection, meditation, contemplation, and re-energizing.
- for the campus community to engage in peaceful dialogue.
- that inspire creativity, ingenuity, and peacefulness.
- that fosters community and awareness of others.
- to embrace diversity in a manner that promotes compassion, tolerance, mutual respect, and learning.
- to advance peace among the world's cultures
- for drawing inspiration, and inspiring social change rooted in nonviolence philosophy.
- A place to recognize those who have struggled against oppression and injustice, and those who have contributed to world peace.

TIME LINE

(will be put into 'blocks' later)

"Learning Garden"

Location: southeast lot outside of the Grace Van Dyke Library

Design

Groundbreaking

Completion

“Free Speech Garden”

Location:

Design

Groundbreaking

Completion

“Unity Garden” (main garden where CSS is now)

Location:

Design

Groundbreaking

Completion

CAMPUS BEAUTIFICATION

The Bakersfield College Panorama Campus was completed in 1956, opening to a few thousand students. The mid-century modern campus was unique, beautiful, and functional, and featured state-of-the-art facilities. Campus landscaping complimented the architecture with minimalist and naturalistic simplicity. Over the next 64 years a few buildings were added to accommodate BC's growth in student body and employees. Landscaping updates were infrequent and localized near new structures.

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PROJECT TITLES

“Learning Garden”

“Free Speech Garden”

“Unity Garden”

Appendix D

Leadership and Engagement

Bakersfield College Accessibility Efforts-Spring 2021

Professional Development

1. EDUC-Accessibility Course Development
 - a. Two half unit courses are being developed. The first will focus on Accessibility within Microsoft Office. The second, on video, audio, pdf, and web.
2. EDUC B30, B31, and B32
 - a. Academic Technology in coordination with the Education Department developed a course series that focuses on teaching online. In each course, lessons regarding Accessibility are delivered.
3. Academic Technology Workshops
 - a. Academic Technology hosts a series of workshops that center around accessibility in Word, Canvas, and Video Captioning.
 - b. During 6 other workshop offerings, Accessibility is a thread that is woven into the curriculum.
 - c. Workshops are also offered that specifically teach how to grant accommodations in Canvas.
4. Classified Round Table Training
 - a. Workshops that center around creating Accessible PDF documents are being developed to be delivered at Classified Round Tables.

Awareness

1. In the Weekly Academic Technology Blast, Accessibility Tips are provided that cover a variety of standards related to 508, 504, and ADA Compliance.

District-Wide Task Force

1. Bakersfield College has representatives on the District-Wide Task Force. These representatives are currently the co-leads for a sub-group within the task force which focuses on Professional Development.

Strategic Directions: Faculty Diversification Fellowship Program

By: Maria Wright

What overarching work has been done the last couple of years related to this topic?

Overview

In the last few years, BC has deliberately identified barriers to student success through the Guided Pathways framework with a specific attention to identifying and addressing equity needs. Within this scope of work, the college has strategized on ways attract a wider range of faculty candidates. Specifically, in the recruitment and retention of Underrepresented Minority (URM) candidates in the STEM disciplines. In the last year, the college launched

the [Aspire Faculty Diversification Fellowship Program](#) with the goal of recruiting, training, and mentoring URM candidates interested in faculty positions. Partnerships with UC Merced and Fresno State led to the recruitment of graduate students in STEM disciplines interested in teaching at a community college. In the next two years, the work with this collaborative will continue to expand and scale through reaching more institutions and expanding the disciplines targeted for this program.

Planning, Exploration, and Implementation Phase

In the first year of the program, the Regional Collaborative (RC) worked to identify the training and mentoring model as well as the marketing and recruitment strategies for graduate students. It is important to note that adjustments to the planning phase were necessary as a result of COVID-19. Nevertheless, moving the dial on this work is prioritized by the college, resulting in continued advancement in this collaborative.

The intercampus collaboration is vital to the success of this program. That is why, the Collective Impact framework was utilized in the creation of the table listed below, which is used to anchor and frame the work of the RC. Each stakeholder is involved in the process and is able to influence the outcome and outputs of the program. Further, the CCC Chancellor’s Office has expressed an explicit commitment to diversifying the faculty in the system. A recent publication revealed that “... only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities...Further, they [the Taskforce] concluded there may be pedagogical implications to the lack of faculty and staff diversity in the college workforce.”¹ Lastly, through the formative evaluation process, the team will continue to assess the flow and impact of the work to ensure that all stakeholders continue to stay connected and engaged with the work.

¹ Retrieved from: https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE

Players/ Collective Impact Criteria	Common Agenda	Shared Measurements	Mutually Reinforcing Activities	Continuous Communica tion	Backbone Support
Overarching Regional Collaborative Goal: Establish a Faculty Internship program to address issues of equity in the recruitment and hiring process of qualified and diverse STEM faculty					
Co-leads	Outline the goals and metrics of the Regional Collaborative	Identify best practices for identifying institutional needs and allocation of resources	Establish and plan RC meetings and oversee the work in alignment with established goals		-Utilize funding source’s timeline for support and accountability

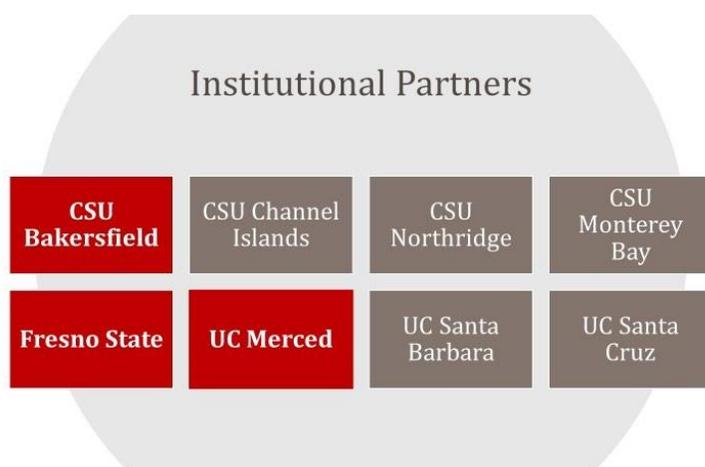
Institutional Administrators	Establish and document needs for the Faculty Internship Program	Utilize disaggregated data collected to establish goals for recruitment and placement of interns	Ensure resources are available to successfully maintain the RC goals	Develop, adopt, and execute a communication plan	-Rely on Project MATCH's model for the planning, development, and implementation of the mentorship program -Utilize the Achieve the Dream (ATD), 3CSN, and other institutional resources to provide professional development opportunities for Faculty Mentors and Fellows
STEM Faculty	Identify gaps in STEM faculty recruitment	Establish goals for the Bakersfield College faculty mentorship portion	Utilize RC partnerships to address areas of need (e.g. Math faculty recruitment) Recruit faculty (2-year) to participate as mentors in the program		
Education Faculty	Develop curriculum for the programmatic course	Create curricular goals for the program	Guide the curricular plan through governance boards for approval		
Rural Initiatives Team (BC)	Collaborative with STEM faculty chairs, faculty, and Deans to identify potential assignments in areas of high need (Delano Center, Wonderful Academy, etc.)	Set goals for addressing placement gaps in rural sites	Work with STEM faculty in identifying mentoring faculty that can help candidates transition to their assigned site		

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

In addition, the collaboration with our four-year partners was strengthened, even in a remote environment. Continued and open communication was vital to ensure the success of the program in the first year. These partnerships have resulted in successful recruitment of fellows, who have stepped in to help by teaching high demand courses, especially in a COVID-19 era. Fellows have expressed that their role as a student and now a teacher has shaped how they design their virtual classroom and the communication plan they implement in order to help students feel engaged and connected in a time of social isolation. In addition, Faculty Mentors have been instrumental in providing support and resources to ensure that Fellows feel supported and have confidence in the classroom.

The work of the RC will expand as we introduce more partners and disciplines into the RC. The “Institutional Partner” graph shows the institutions we intend to partner with (in gray) as we grow the RC.

Further, the graph in Appendix A details the program model which



includes the completion of an educational and field work component. The actualization of this model requires the contributions of Education department in the creation of curricula to be covered in the course. The course is currently in development and will be vetted through the colleges' curriculum committee. The target is to have the course cataloged for the 2021-2022 academic year.

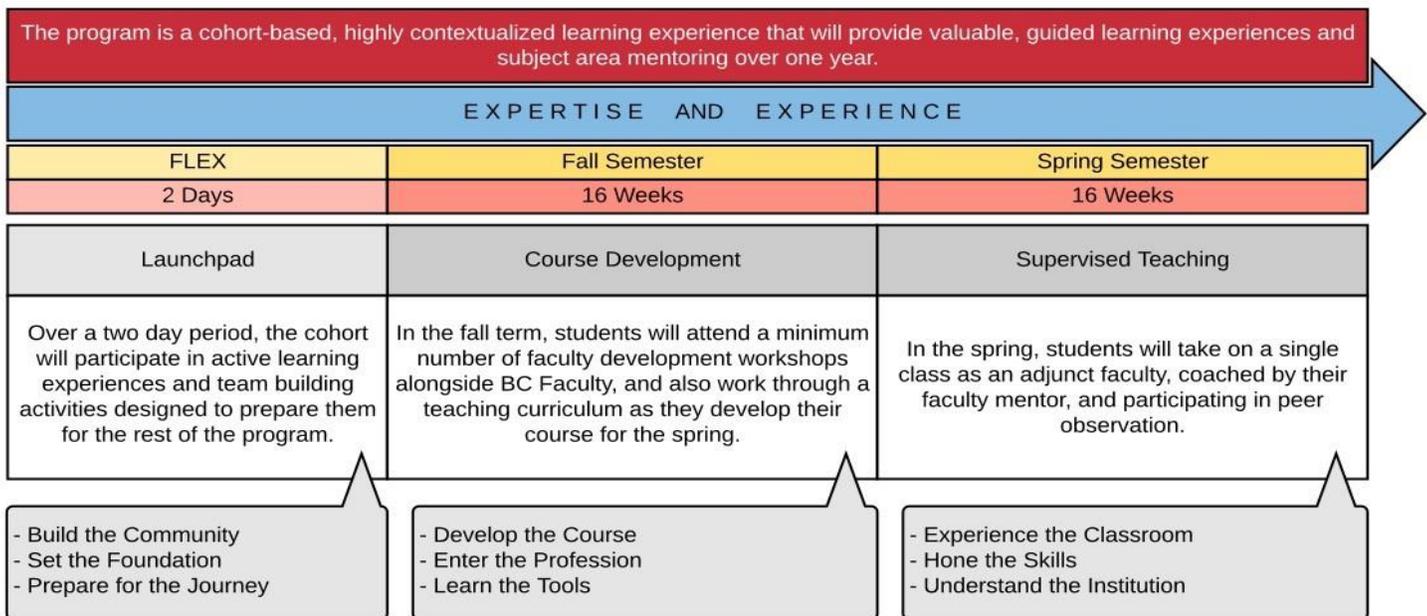
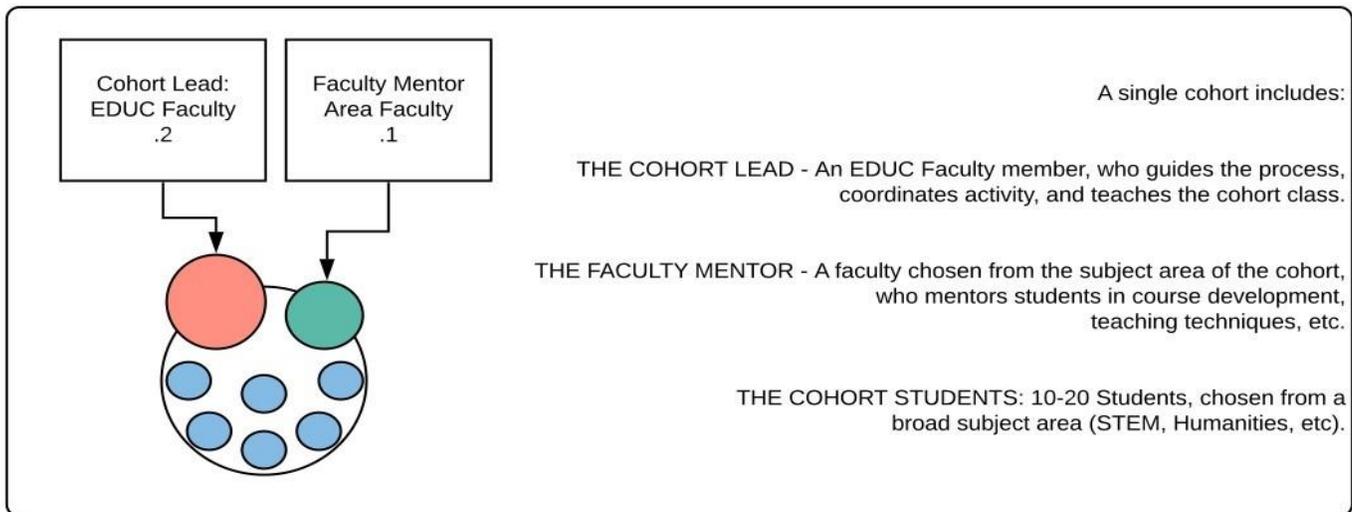
Next Steps

The advancement of this work will require continued institutional support from faculty and administration. There is a need for fiscal and human resources to expand the scope of the program. This program is designed to engage graduate students across the central valley as they explore options for teaching in community colleges. As we branch out to more disciplines, there will be a need for funding to cover the compensation of fellows and mentors. The support of faculty in the disciplines included in the program will play a vital role in the recruiting, mentoring, and onboarding of fellows in the program. There will be a need for faculty mentors to play an active role in guiding fellows explore and develop practices for teaching in a diverse college setting.

Finally, in alignment with the mission of the college, the program promotes the advancement of student completion. Research data show that institutions with faculty of color typically serve students of color with a deeper sense of belonging, higher test scores, and higher persistence rates.¹ Further, research shows that it is not enough to diversify the hiring process, it is vital to also foster and cultivate newly hired URM faculty. That is why initiatives like the Faculty Fellowship Program assist with both goals. Not only are candidates given exposure to the classroom, they are also mentored by an established faculty member.

APPENDIX A: PROGRAM MODEL

¹ Retrieved from <https://www.aacu.org/liberaleducation/2017/spring/benitez>



Strategic Directions: Guided Pathways

Background

Since beginning its Guided Pathways (GP) implementation in 2014, Bakersfield College (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 crossfunctional teams of faculty and staff are responsible for advancing four key research-based

momentum points. The goals have become our college's mantra and the aligned activities our practice. They include:

- 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 whole-college effort to redesign existing structures to advance equitable access and completion, which has led to whole-college gains in our GP momentum points.

Through Bakersfield College's participation in the AACC Pathways Project, the college learned of various models throughout the country designed to support students in entering and staying on path. By utilizing elements of these proven models and conducting an in-depth review of our own best practices supported by data, the college began grouping students into cohorts and assigning dedicated support in spring 2016. Our early cohort work allowed us to identify needs and implement solutions in the development of our meta-major ("Learning and Career Pathway")

Completion Coaching Community model, which began at an institutional level in fall 2017.

At Bakersfield College, students are grouped together by meta-major or by membership in an affinity group. An affinity group is a population of students who have specific or equitable needs. Currently, Bakersfield College has eight affinity groups: African American Initiatives, Athletes, Undocumented Students, EOP&S, Foster Youth, Students with Disabilities, Kern Promise, and Veterans. Organizing students into cohorts by Affinity group, enables us, through an equity lens, to engage our work around students who are disproportionately impacted (i.e. EOPS, DSPS, Veterans, etc.).

Strategic Directions

Bakersfield College has defined four momentum points that help us understand if we have been successful in keeping students on the path toward their educational goals. We strive to increase the number and percentage of students who:

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

Additional strategic directions informed by guided pathways may include:

1. Engage faculty in student enrollment efforts via Starfish training.
2. Institutionalize faculty pathway lead role to promote student progression and completion.

Economic and Workforce Development

High Roads Training Partnership: Low Carbon Economy Workforce Program

The KCCCD / Bakersfield College High Roads Training Project (CWDB H RTP) will engage the Kern County community, workers, and stakeholders to engage in, research, and develop a strategic workforce development plan to prepare workers for quality high roads jobs projected to be in demand over the next 30-50 years. In this process, stakeholders will consider current and potential industries offering quality high roads jobs in low carbon and carbon neutral industries estimated to have long-term workforce demand. Kern County has a significant footprint of renewable solar and wind energy and we are experiencing interest by alternative fuels industries, among many other industries, not yet identified. The H RTP Kern County strategic workforce development plan endeavors to support, grow, and diversify Kern County's low-carbon industries' share of the county economy.

The HRTP project includes an analysis of Kern County’s low carbon or carbon-negative existing and growth industries, a demographic analyses of entry and retiring the oil and gas industry employees in view of changing labor market demand for oil and gas, and an analysis of allied or aligned industries, occupations with transferable skill sets and education and training programs that would make Kern County an attractive destination for new low-carbon growth industries that include quality high roads jobs among its staffing patterns. Bakersfield College expects the strategic workforce development plan will map the skills of occupations expecting to decline to develop short-term and long-term incumbent workforce development strategies and pathways with multiple on- and off-ramps. We expect that incumbent worker strategies that will likely include non-credit and credit options. Traditional age student workforce development pathways to high roads quality jobs will also be mapped out as well to ensure transferability across multiple industries where possible to ensure labor market returns

Goals and Initiatives for HRTP

1. HRTP BC/KCCCD will develop a strategic workforce development plan to prepare workers for quality high roads jobs projected to be in demand over the next 30-50 years.
2. Curriculum development: develop at least two degree or certificate programs, credit or non-credit, consistent with the goals of HRTP (see #1).
3. Offer 3 webinars aimed at sharing information to the broader community regarding the researching findings of the HRTP project.

Bakersfield College Academic Senate

What overarching work has been done the last couple of years related to this topic?

Pursuant to Title 5 of the Administrative Code of California, Section 53200, the Academic Senate is the faculty organization whose primary function is to make recommendations with respect to academic and professional matters as it relates, in particular to the following areas:

- 1. Curriculum, including establishing prerequisites and places courses within disciplines;
- 2. Degree and certificate requirements
- 3. Grading policies;
- 4. Educational program development;
- 5. Standards or policies regarding student preparation and success;
- 6. District and college governance structures, as related to faculty roles;
- 7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- 8. Policies for faculty professional development activities;
- 9. Processes for program review;
- 10. Processes for institutional planning and budget development; • + Other academic and professional matters as mutually agreed upon.

As noted above, the Academic Senate shall assume primary responsibility in the areas of curriculum and academic standards.

At Bakersfield College the Academic Senate membership consist of all faculty not designated as management, confidential employees, or supervisors and is employed by the college on the Basic Faculty Salary Schedule. Part-time, non-contract faculty, shall be associate members.

The purpose of the Senate, elected officers and elected Senators, is to provide the means to represent the "Academic Senate" in the formation and implementation of policies and procedures of academic and professional matters referred to as 10+1 matters. In implementing policies and procedures of 10+1 matters, the Senate represents its members to the President of the College, the district Chancellor, and to the Board of Trustees.

To assist the Senate in the daily college responsibilities of academic and professional matters, campus and district-wide committees are formed, most under the consent of the Senate. The composition and duties of college-wide committees are found at the Senate office. The Senate reviews and updates this listing of college-wide committees, their charge and their membership, on an annual basis. Currently, the list of these committees under the purview of the Senate are as follows:

- Accreditation & Institutional Quality Committee (AIQ)
- Assessment Committee
- Bookstore
- Budget Committee
- Commencement Committee
- Curriculum Committee
- Enrollment Management Committee

- Equal Opportunity & Diversity Advisory Committee (EODAC)
- Equivalency Committee
- Facilities & Sustainability Committee
- Information Systems and Instructional Technology Committee (ISIT)
- Professional Development Committee (PDC)
- Program Review Committee (PRC)
- Safety Committee
- Scholarship Committee
- Student Conduct and Complaint Hearing Committee

The Senate President shall nominate from among Academic Senate members all faculty to Senate committees, college-wide committees, and other such college and/or district committees (i.e. hiring committees) which shall be formed. Also, Ad Hoc Committees of a temporary nature may be approved by the Senate at any time. The Senate President may designate the leader of a faculty caucus for any college-wide committee.

Annually the Senate reviews its own charge and establishes its own goals. The Senate goals for academic year 2020-21 are as follows:

- Focus on improving Student Success.
- Foster a sense of community and improve collegial consultation and communication in college and district communities.
- Embed Accreditation, Assessment, Curriculum, Equity, Program Review and processes into the culture of the college.
- Develop, focus and review processes regarding grants and new initiatives such as Guided Pathways and Early College.

Beyond the annual review of committee charges and numerous faculty appointments, examples of overarching work conducted within the past few years on behalf of the Academic Senate by the Senate and its Executive Board (faculty co-chairs of committees) leadership include:

- Resolution in support of a BC Southwest Center
- Resolution with regard to Institutional Planning and Budgeting
- Resolution in support of Campus-wide Equity Plan
- Development of new Education Department
- Development of new Curriculum Handbook
- Support of campus initiatives including guided pathways, inmate scholar and dual enrollment
- Development of, and participation in, new District-wide Budget committee working on new budget allocation model
- Participation in the District Consultation Council efforts to completely overhaul Board Policy Manual
- Participation in development, implementation, and current review of district office annual unit reviews

- Participation in district-wide review of student accessibility and accommodations
- Participation in evaluation of student registration processes

What goals/initiatives do you envision, to move the work forward on this topic [Academic Senate Leadership], for the next 3 years?

Every fall semester, the Academic Senate reviews its charge and establishes its goals. The goals for the 2020-21 academic year are:

- Focus on improving Student Success.
- Foster a sense of community and improve collegial consultation and communication in college and district communities.
- Embed Accreditation, Assessment, Curriculum, Equity, Program Review and processes into the culture of the college.
- Develop, focus and review processes regarding grants and new initiatives such as Guided Pathways and Early College.

Many of these goals will probably be carried over to the following years. Specific initiatives we foresee in the next few years include:

- The development of a comprehensive equity plan for the college led by a collegewide team with representation from all areas of the college. The team will be created and overseen by EODAC.
- If Bakersfield College is accepted into the CCCCO collaborative on Competency-Based Education, the Senate will create an implementation task force that will bring recommendations to the Academic Senate on all matters pertaining to the implementation of competency-based education that are under the Senate's 10+1 responsibilities.
- Active participation in the development of a new Budget Allocation Model for KCCD that is based on the Student-Centered Funding Formula (SCFF).
- The mid-term accreditation report for ACCJC that must be submitted in 2022.

Appendix D: Leadership and Engagement

ECONOMIC AND WORKFORCE DEVELOPMENT

High Roads Training Partnership: Low Carbon Economy Workforce Program

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2. Curriculum development: develop at least two degree or certificate programs, credit or non-credit, consistent with the goals of H RTP (see #1).
3. Offer 3 webinars aimed at sharing information to the broader community regarding the researching findings of the H RTP project.

FACULTY DIVERSIFICATION AND DEVELOPMENT

What overarching work has been done the last couple of years related to this topic?

Overview

In the last few years, BC has deliberately identified barriers to student success through the Guided Pathways framework with a specific attention to identifying and addressing equity needs. Within this scope of work, the college has strategized on ways attract a wider range of faculty candidates. Specifically, in the recruitment and retention of Underrepresented Minority (URM) candidates in the STEM disciplines. In the last year, the college launched the [Aspire Faculty Diversification Fellowship Program](#) with the goal of recruiting, training, and mentoring URM candidates interested in faculty positions. Partnerships with UC Merced and Fresno State led to the recruitment of graduate students in STEM disciplines interested in teaching at a community college. In the next two years, the work with this collaborative will continue to expand and scale through reaching more institutions and expanding the disciplines targeted for this program.

Planning, Exploration, and Implementation Phase

In the first year of the program, the Regional Collaborative (RC) worked to identify the training and mentoring model as well as the marketing and recruitment strategies for graduate students. It is important to note that adjustments to the planning phase were necessary as a result of COVID-19. Nevertheless, moving the dial on this work is prioritized by the college, resulting in continued advancement in this collaborative.

The intercampus collaboration is vital to the success of this program. That is why, the Collective Impact framework was utilized in the creation of the table listed below, which is used to anchor and frame the work of the RC. Each stakeholder is involved in the process

and is able to influence the outcome and outputs of the program. Further, the CCC Chancellor’s Office has expressed an explicit commitment to diversifying the faculty in the system. A recent publication revealed that “... only 1 in 5 tenured faculty are underrepresented minorities while 1 in every 2 students are underrepresented minorities...Further, they [the Taskforce] concluded there may be pedagogical implications to the lack of faculty and staff diversity in the college workforce.”⁶ Lastly, through the formative evaluation process, the team will continue to assess the flow and impact of the work to ensure that all stakeholders continue to stay connected and engaged with the work.

Players/ Collective Impact Criteria	Common Agenda	Shared Measurements	Mutually Reinforcing Activities	Continuo us Communi cation	Backbone Support
Overarching Regional Collaborative Goal: Establish a Faculty Internship program to address issues of equity in the recruitment and hiring process of qualified and diverse STEM faculty					
Co-leads	Outline the goals and metrics of the Regional Collaborative	Identify best practices for identifying institutional needs and allocation of resources	Establish and plan RC meetings and oversee the work in alignment with established goals		-Utilize funding source’s timeline for support and accountability
Institutional Administrators	Establish and document needs for the Faculty Internship Program	Utilize disaggregated data collected to establish goals for recruitment and placement of interns	Ensure resources are available to successfully maintain the RC goals	Develop, adopt, and execute a communication plan	-Rely on Project MATCH’s model for the planning, development, and implementation of the mentorship program
STEM Faculty	Identify gaps in STEM faculty recruitment	Establish goals for the Bakersfield College faculty mentorship portion	Utilize RC partnerships to address areas of need (e.g. Math faculty recruitment) Recruit faculty (2-year) to participate as mentors in the program		-Utilize the Achieve the Dream (ATD), 3CSN, and other

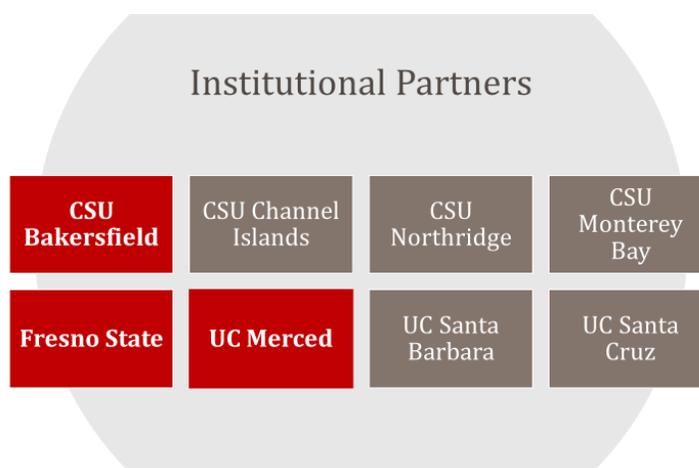
⁶ Retrieved from: https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE

Education Faculty	Develop curriculum for the programmatic course	Create curricular goals for the program	Guide the curricular plan through governance boards for approval	institutional resources to provide professional development opportunities for Faculty Mentors and Fellows
Rural Initiatives Team (BC)	Collaborative with STEM faculty chairs, faculty, and Deans to identify potential assignments in areas of high need (Delano Center, Wonderful Academy, etc.)	Set goals for addressing placement gaps in rural sites	Work with STEM faculty in identifying mentoring faculty that can help candidates transition to their assigned site	

What goals/initiatives do you envision, to move the work forward on this topic, for the next 3 years?

In addition, the collaboration with our four-year partners was strengthened, even in a remote environment. Continued and open communication was vital to ensure the success of the program in the first year. These partnerships have resulted in successful recruitment of fellows, who have stepped in to help by teaching high demand courses, especially in a COVID-19 era. Fellows have expressed that their role as a student and now a teacher has shaped how they design their virtual classroom and the communication plan they implement in order to help students feel engaged and connected in a time of social isolation. In addition, Faculty Mentors have been instrumental in providing support and resources to ensure that Fellows feel supported and have confidence in the classroom.

The work of the RC will expand as we introduce more partners and disciplines into the RC. The “Institutional Partner” graph shows the institutions we intend to partner with (in gray) as we grow the RC.



Further, the graph in Appendix A details the program model which includes the completion of an educational and field work component. The actualization of this model requires the contributions of Education department in the creation of curricula to be covered in the course. The course is currently in development and will be vetted through the colleges’ curriculum committee. The target is to have the course cataloged for the 2021-2022 academic year.

Next Steps

The advancement of this work will require continued institutional support from faculty and administration. There is a need for fiscal and human resources to expand the scope of the program. This program is designed to engage graduate students across the central valley as they explore options for teaching in community colleges. As we branch out to more disciplines, there will be a need for funding to cover the compensation of fellows and mentors. The support of faculty in the disciplines included in the program will play a vital role in the recruiting, mentoring, and onboarding of fellows in the program. There will be a need for faculty mentors to play an active role in guiding fellows explore and develop practices for teaching in a diverse college setting.

Finally, in alignment with the mission of the college, the program promotes the advancement of student completion. Research data show that institutions with faculty of color typically serve students of color with a deeper sense of belonging, higher test scores, and higher persistence rates.⁷ Further, research shows that it is not enough to diversify the hiring process, it is vital to also foster and cultivate newly hired URM faculty. That is why initiatives like the Faculty Fellowship Program assist with both goals. Not only are candidates given exposure to the classroom, they are also mentored by an established faculty member.

GUIDED PATHWAYS

Background

Since beginning its Guided Pathways (GP) implementation in 2014, Bakersfield College (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 our college's mantra and the aligned activities our practice. They include:

- 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 whole-college effort to redesign existing structures to advance equitable access and completion, which has led to whole-college gains in our GP momentum points.

Through Bakersfield College's participation in the AACC Pathways Project, the college learned of various models throughout the country designed to support students in entering and staying on path. By utilizing elements of these proven models and conducting an in-depth review of our own best practices supported by data, the college began grouping students into cohorts and assigning dedicated support in spring 2016. Our early cohort

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Goals

Bakersfield College has defined four momentum points that help us understand if we have been successful in keeping students on the path toward their educational goals. We strive to increase the number and percentage of students who:

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

Additional strategic directions informed by guided pathways may include:

1. Engage faculty in student enrollment efforts via Starfish training.
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ACADEMIC SENATE

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- Active participation in the development of a new Budget Allocation Model for KCCD that is based on the Student-Centered Funding Formula (SCFF).
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ACCESSIBILITY

Professional Development

1. EDUC-Accessibility Course Development
 - a. Two half unit courses are being developed. The first will focus on Accessibility within Microsoft Office. The second, on video, audio, pdf, and web.
2. EDUC B30, B31, and B32
 - a. Academic Technology in coordination with the Education Department developed a course series that focuses on teaching online. In each course, lessons regarding Accessibility are delivered.
3. Academic Technology Workshops
 - a. Academic Technology hosts a series of workshops that center around accessibility in Word, Canvas, and Video Captioning.
 - b. During 6 other workshop offerings, Accessibility is a thread that is woven into the curriculum.
 - c. Workshops are also offered that specifically teach how to grant accommodations in Canvas.
4. Classified Round Table Training
 - a. Workshops that center around creating Accessible PDF documents are being developed to be delivered at Classified Round Tables.

Awareness

1. In the Weekly Academic Technology Blast, Accessibility Tips are provided that cover a variety of standards related to 508, 504, and ADA Compliance.

District-Wide Task Force

1. Bakersfield College has representatives on the District-Wide Task Force. These representatives are currently the co-leads for a sub-group within the task force which focuses on Professional Development.