Educational Master Plan Vision 2017-2020

March 2017
What is a Master Plan?

- How does Bakersfield College continue to meet the growing needs of a community characterized by many students that live between financial and educational resource gaps?
- How does the college maintain rigor yet address timely completion, valuing each student’s goals and life challenges?
- The role of this Plan is to describe, evaluate and focus that work.
Integrating Theme

Guided Pathways

Four Pillars of Guided Pathways

Equity, Social Mobility, Economic Health
California Pathways – Redesigning California’s Community Colleges
History, Overview and Leading Edge of the College

- History
- Sustainability

<table>
<thead>
<tr>
<th>Category</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
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<tbody>
<tr>
<td>Total GU001 Budget</td>
<td>$68,122,615</td>
<td>$74,983,068</td>
<td>$83,600,477</td>
<td>$92,452,895</td>
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<td>Reserves</td>
<td>$1,957,271</td>
<td>$4,108,342</td>
<td>$5,849,905</td>
<td>$6,566,038</td>
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<tr>
<td>Restricted (grant budget)</td>
<td>$9,491,453</td>
<td>$9,398,048</td>
<td>$11,931,995</td>
<td>$16,899,264</td>
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</table>
ILOs and Assessment

Institutional Learning Outcomes

- **Think.** Think critically and evaluate sources and information for validity and usefulness.
- **Communicate.** Communicate effectively in both written and oral forms.
- **Demonstrate.** Demonstrate competency in a field of knowledge or with job-related skills.
- **Engage.** Engage productively in all levels of society — interpersonal, community, the state and nation, and the world.

Bakersfield College
History, Overview and Leading Edge of the College

- **Categorical Funding Streams**
- **SSSP (Student Success and Support Program) and Equity (Student Equity Plan) Funding**
- **Changes include services, outreach, employment**
- **Additional sources include Strong Workforce, Guided Pathways**

### Comparison of SSSP, Student Equity and Basic Skills Funding 2013-14 and 2016-17

<table>
<thead>
<tr>
<th></th>
<th>P1 allocations SSSP</th>
<th>Student Equity Allocations (by district - majority to BC)</th>
<th>Basic Skills Allocations P2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013-14</strong></td>
<td>$864,858</td>
<td>$1,526,313</td>
<td>$289,938</td>
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<td><strong>2016-17</strong></td>
<td>$4,231,081</td>
<td>$3,298,007</td>
<td>$314,108</td>
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Comparison of adopted budget & positions

<table>
<thead>
<tr>
<th>Adopted Budget Positions 201/14 budget compared to 2016/17</th>
<th>Change</th>
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<tbody>
<tr>
<td>Faculty Regular teaching unrestricted (1100)</td>
<td>17.24</td>
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<tr>
<td>Educational Administrators unrestricted (1214)</td>
<td>5.75</td>
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<tr>
<td>Educational Administrators restricted (1214)</td>
<td>0.57</td>
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<tr>
<td>Counselors contract unrestricted (1231)</td>
<td>-2.4</td>
</tr>
<tr>
<td>Counselors contract restricted (1231)</td>
<td>11.57</td>
</tr>
<tr>
<td>Librarians contract (1241)</td>
<td>0.06</td>
</tr>
<tr>
<td>Classified Management Non- Instructional unrestricted (2110)</td>
<td>5.67</td>
</tr>
<tr>
<td>Classified Management Non- Instructional restricted (2110)</td>
<td>19.9</td>
</tr>
<tr>
<td>Classified non-instructional unrestricted (2191)</td>
<td>15.92</td>
</tr>
<tr>
<td>Classified non-instructional restricted (2191)</td>
<td>19.33</td>
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Leading Edge

- Measure J
- SB769 - allowing community colleges to offer more than one Baccalaureate Degree through innovative initiative.
- SB 577 - authorizing community college districts to offer a teacher credentialing programs in consultation with the CSU and UC systems. The bill would require a district offering a teacher credentialing program of professional preparation to identify and document unmet teaching workforce needs in the local community or region of the district design the program to meet those needs.
- AB 405 – authorizing community college districts to offer baccalaureate degrees in cyber security pilot programs in consultation with the CSU and UC systems.
- [http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB769](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB769)
- [http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB577](http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180SB577)
- [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB405](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB405)
External Scan

- Higher education policy (Appendix A.1) include: access, program completion, addressing economy, redesigning community colleges with guided pathways
- Kern County Economic Development Corporation has targeted five industries to promote further economic development: (1) aerospace and defense; (2) energy and natural resources; (3) health care services; (4) transportation, logistics, and advanced manufacturing; and (5) value-added agriculture
- 70% of state’s agriculture output
- Leading petroleum production in state
- Single largest wind energy source in California
Internal Scan

- Bakersfield College Fall Term Unduplicated Student Headcount

<table>
<thead>
<tr>
<th>Fall Term Distinct Head Counts</th>
<th>Absolute</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>17,157</td>
<td>17,040</td>
<td>17,408</td>
</tr>
</tbody>
</table>

- Neighboring CCCs experienced decline except Fresno City College
- 27 ADTs; MATH B22/PSYC B5 in 9
- 1662 sections; 7% online
- 478 different courses; 36 courses (7.5%) were 50% of enrollments
- 4000 enrollments in each ACDV, MATH, ENGL discipline sections
Enrollment Concerns; Guided pathways and QFE

- Analyze class start and end patterns if different from primary instructional periods to determine costs and benefits.
- Evaluate trend of increasing day classes (classes starting before 4:30 pm) at the expense of evening offerings from 2011 to 2015.
- Examine reasons why the majority of BC students attend part time (fewer than 12 units) to rule out institutional barriers, enrollment management issues or other unintended obstacles to completion.
- Analyze scheduling conflicts within pathways.
- Consider scheduling innovations such as Reg365 light of pathway needs to reduce time to completion.
CCC System Mission and Vision

The mission of the California Community College System has evolved and expanded over time in response to the changing needs of students, communities and the state. The Colleges provide:

- **Associate degrees and certificates shown to increase earnings** and enable students to move forward in their professional development;
- **Transfer** education to public and private colleges and universities;
- **Basic skills and English language proficiency** for increasing numbers of students;
- **Economic and workforce development** to meet the ever-increasing demands of career-oriented young people, adult learners and incumbent workers; and
- With adequate funding, lifelong learning and educational opportunities for all Californians.

The California Community College vision presents the preferred future of the Colleges: California’s Community Colleges provide upward social and economic mobility through a commitment to open access and student success by delivering high quality, affordable and comprehensive higher education.
Major Institutional Effectiveness Concerns

- Pathways Clarification for Completion & Equity
- Multiple Measures Placement & Equity
- Remedial Education and Accelerated Coursework & Equity
- Student Services and Matriculation & Equity
- Dual Enrollment & Equity
- Coordination and Alignment with Transfer Colleges & Equity
- Coordination and Alignment with Career and Industry Outcomes & Equity
Institutional Effectiveness

- Reporting and Staffing
- Data and Evaluation
- Vision and Planning
- Integrated Planning
- Closing the Loop
- Accreditation
- INSTITUTION SET STANDARDS

**Renegade Scorecard College Wide Success Indicators**
(https://www.bakersfieldcollege.edu/scorecard)
- Student Profiles
- Student Success
- Institutional Effectiveness
- Institution Set Standards/EPI
- Perception Surveys (Climate, CCSSE)
- Satisfaction Surveys
- Reports and Submission

**Educational Master Plan Mission, Vision, Core Values**
(Portrayed, Remedial Education, Distance Education, CTE, Transfer, Rural Initiatives)

**Strategic Directions (BC Strategic Plan)**
Driven by Vision, Mission, and Values; Sets Workplan Implementation; submitted annually & reviewed for progress each semester
(https://www.bakersfieldcollege.edu/scorecard/strategic-directions)
- Reports by evaluation/scoring
  - Student Learning
  - Student Progression and Completion
  - Facilities (Facilities & Equipment)
  - Oversight and Accountability (Resources & Personnel)
  - Leadership and Engagement
    - Decision-Making & Governance
    - Present and Future Plans

**Annual and 3-year Comprehensive Program Review**
(https://committees.kccd.edu/bc/committee/programreview)
Data at https://www.kccd.edu/institutional-research/reports/bakersfield-college-0)
- Academic Affairs
- Administrative Units
- Baccalaureate Degree
- Instruction
- Other
- Student Affairs

**ACCREDITATION**
Occurs on 6-7 year cycle

- Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.
- Standard II: Student Learning Programs and Support Services.
- Standard III: Resources
- Standard IV: Leadership and Governance

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**BSI/BSOT Plan**
- Equity Plan
- Facilities Plan
- IT Plan
- Prof. Dev Plan
- SSSP

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**Decisions**

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**Problems**

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**BSI/BSOT Plan**

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- Student Affairs

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**Closing the Loop**
President Linking Budgeting, decisions to planning
Basic Skills and English Language Proficiency

- Connecting with students early and often – School Relations and Outreach

<table>
<thead>
<tr>
<th>Bakersfield College</th>
<th>Fall 2014 Service Received</th>
<th>Fall 2015 Service Received</th>
<th>Fall 2016 Service Received</th>
<th>Change Fall 2014-Fall 2016</th>
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</thead>
<tbody>
<tr>
<td>Totals</td>
<td>22,488</td>
<td>34,855</td>
<td>37,114</td>
<td>65%</td>
</tr>
<tr>
<td>Academic/Progress Probation Services</td>
<td>348</td>
<td>887</td>
<td>1,039</td>
<td>199%</td>
</tr>
<tr>
<td>Counseling/Advisement Services</td>
<td>8,158</td>
<td>10,783</td>
<td>12,594</td>
<td>54%</td>
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<tr>
<td>Education Plan Services</td>
<td>4,837</td>
<td>6,600</td>
<td>6,552</td>
<td>35%</td>
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<tr>
<td>Initial Assessment Services Placement</td>
<td>1,743</td>
<td>2,312</td>
<td>2,163</td>
<td>24%</td>
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<tr>
<td>Initial Orientation Services</td>
<td>1,891</td>
<td>4,928</td>
<td>4,773</td>
<td>152%</td>
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<tr>
<td>Other Services</td>
<td>5,511</td>
<td>9,345</td>
<td>9,993</td>
<td>81%</td>
</tr>
</tbody>
</table>

- Placement with Multiple Measures
- Course Innovations
- Saving money and time and producing more success
- **Need to focus on English Language Proficiency needs and goals**
## Transfer

- Lots of Data – by system, by state, by ethnicity, by time to transfer, by behavioral intent

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<tr>
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</thead>
<tbody>
<tr>
<td>California State University</td>
<td>65%</td>
<td>68%</td>
<td>63%</td>
<td>62%</td>
<td>70%</td>
<td>69%</td>
<td>66%</td>
</tr>
<tr>
<td>University of California</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>In-State-Private</td>
<td>12%</td>
<td>11%</td>
<td>10%</td>
<td>11%</td>
<td>8%</td>
<td>8%</td>
<td>10%</td>
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<tr>
<td>Out-of-State</td>
<td>18%</td>
<td>17%</td>
<td>20%</td>
<td>23%</td>
<td>17%</td>
<td>18%</td>
<td>19%</td>
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<tr>
<td>Total of Transferred Students</td>
<td>1,168</td>
<td>1,159</td>
<td>989</td>
<td>951</td>
<td>1,125</td>
<td>1,050</td>
<td>1,074</td>
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<table>
<thead>
<tr>
<th>Institution Name In-State</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>Total</th>
<th>Average</th>
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<tbody>
<tr>
<td>Fresno Pacific University</td>
<td>33</td>
<td>39</td>
<td>21</td>
<td>27</td>
<td>6</td>
<td>20</td>
<td>146</td>
<td>24.3</td>
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<td>National University</td>
<td>26</td>
<td>26</td>
<td>24</td>
<td>17</td>
<td>15</td>
<td>12</td>
<td>120</td>
<td>20.0</td>
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<td>Devry University - Ca</td>
<td>25</td>
<td>19</td>
<td>13</td>
<td>14</td>
<td>18</td>
<td>5</td>
<td>94</td>
<td>15.7</td>
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<tbody>
<tr>
<td>University Of Phoenix-Arizona</td>
<td>89</td>
<td>79</td>
<td>61</td>
<td>64</td>
<td>59</td>
<td>28</td>
<td>380</td>
<td>63.3</td>
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<tr>
<td>Columbia Southern University</td>
<td></td>
<td></td>
<td>13</td>
<td>11</td>
<td>3</td>
<td>27</td>
<td>9.0</td>
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<td>Western Governors University</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>17</td>
<td>54</td>
<td>9.0</td>
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<td>American Public University System</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>3</td>
<td>26</td>
<td>6.5</td>
<td></td>
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<tr>
<td>Grand Canyon University</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>6</td>
<td>13</td>
<td>14</td>
<td>38</td>
<td>6.3</td>
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<td>Thunderbird School Of Global</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>14</td>
<td>37</td>
<td>6.2</td>
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<tr>
<td>Management</td>
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Transfer

WORK 2014-2017

- More than twice as many BC students transfer to the California public university systems than privates
- Reduced units in ENGL B1A, MATH B22, PSYC B5 and other courses to fit ADT 60 unit limit
- From 3 to 27 approved ADT’s
- From 68 to 164 Approved C-ID courses
- 20 ADTs awarded in 2013-14 to 422 ADTs in 2015-16
- Alignment with Pre-law and Pre-pharmacy transfers
- Work with CSUB

WORK FOR THE FUTURE

- Further collaboration with CSU
- Increase Hispanic transfer rate
- Build connections with Historically Black Colleges and Universities (HBCUs)
- Develop opportunities with local Pharmacy University in Fresno
- Explore UC Pathways for alignment
- Continue to develop ADTs as needed
- Explore additional Bachelor Opportunities
Career Technical Education

**WORK 2014-2017**
- Wage and employment tracking
- “Skills Builders” was 19% increase now over 30% = course value
- Salary Surfer measures program value to student
- New and redesigned programs- auto, Paramedic,
- BS in Industrial Automation aligned with HS
- Dual enrollment in Ag and Welding
- Rural Initiatives

**WORK FOR THE FUTURE**
- Better employment tracking
- Review course and program coding
- Strong Workforce
- Ag Business & Animal Science ADTs
- Certificates in ASL & Spanish
Career Technical Education

- Clarify CTE academic pathways in high school: Strengthening the collaborative relationship with local high schools to facilitate successful dual enrollment and articulation activities.
- Help students chose a path in college: Increased visibility of CTE programs during recruitment events with an emphasis on Career Advising and Orientation.
- Encourage students to stay on the path and completing college: Increased interventions and targeted advising from CTE completion coaches.
- Promulgate effective learning: Continued development of an assessment culture communicating course, program and institutional assessment.
- Use funding sources wisely to serve our community
- Evaluate facilities needs
- Continue to integrate CTE and Pathways work and examine Pathways completion
- Continue to explore new program needs for our community
Rural Initiatives

- Dual Enrollment
  - CCPT 1 – Wonderful - Plant Science, Agriculture Mechanics, Agriculture Business, and Logistics
  - CCPT 2 Rural Pathways
- California Endowment – Healthy Communities
- College Futures – Dual enrollment, Alignment in senior year
- 1+1+2 = Game Changer – Dual enrollment, BC and Bachelors for Arvin
- RIDE – Rural Initiative Distance Education
- Delano
- Adult Education
- Inmate Education
Technology

- Technology Plan – sustainable state of the art
- Implement Starfish
- Distance Education

1. Involvement in the State OEI and OER initiatives.
   - Development of an online student orientation system that better prepares students for online courses with the overall goal of increasing their success in those courses.
   - Development of a student signal alert system that would inform students of their current course progress and refer them to appropriate helpful resources.
   - Development of an online tutoring program to increase students’ ability to succeed in an online course.
   - Development of additional pedagogical training and support for online faculty.

2. Build capacity to deliver high quality courses, establish standards for course design and professional development e.g. OEI effort.

3. Analyze distance education for planning; collect data the College has that would inform what courses the college offers and how the institution supports the online student.
Projections for Future Growth

As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must strive to:

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

Annual average rate of growth of 3%
Timeline

Initial Presentations

- Admin Council – March 13
- College Council – March 17
- President’s Cabinet – March 27
- Senate Exec – March 29

Final Presentations for Final Review

- President’s Cabinet April 3
- Academic Senate April 5
- College Council April 7

Submit to Board Docs – April 7