Part I: Learning in the Time of COVID

Bakersfield College is committed to fulfilling our mission of advancing student success with equity for all. In response to the pandemic, we successfully shifted our courses to a flexible learning environment to ensure our students stayed on their path towards completion safely.

Through changing methods and modalities, our message remained the same; We care about you, we believe in you, and we want you to succeed. We regularly asked our students how they were doing, and what their challenges and preferences were and we shifted our schedule accordingly. Bakersfield College weathered the storm better than most with a fall 2019 to fall 2021 drop in enrollment of 5.9% compared to the state average of 11.4%.
Addressing the digital divide demanded that we engaged our diverse student population in virtual, in-person, and hybrid environments. Our focus on pedagogy, professional development, and student engagement shifted to online classes while connecting with new students and retaining already enrolled Renegades. Instruction connected classroom concepts to high-tech applications with real world applied learning through innovative practices.

Academic support services pivoted to offer online and virtual support options such as the Student Information Desk (SID). This online platform allows current and prospective students to meet with a counselor or educational advisor via Zoom to receive immediate assistance on virtually any topic. Educational Advisors are able to track and monitor student progress which includes early identification of potential issues and intervention to support student success. Over 95% of SID visitors indicated that they were satisfied with the services and assistance they received. In fall 2020, the SID averaged 719 visitors per week, while in fall 2021 the SID received an average of 1,177 visitors per week—a true testament to its efficient operation and growing popularity.
Part II: Student Progression & Completion

In a recent study of 98 of the 100 largest metro regions in the country, researchers at the non-profit Measure of America found that Kern County has the highest rate of disconnected youth in the country. With 21.2 percent of those ages 16 to 24 either not in school nor employed, over 26,000 young people in Kern County are completely disengaged. According to data reported by the California Department of Education, Kern County’s baccalaureate attainment rates are of significant concern at roughly half the statewide rate. In rural service areas like Arvin, fewer than three in every 100 residents holds a bachelor’s degree or higher. Over 28 percent of those in BC’s service area lack a high school diploma.

More Renegades are completing degrees than ever before. Additionally, they are completing with fewer units and in less time. ADT awards are increasing at a higher rate than AA/AS degrees, which is beneficial under the student-centered funding formula as ADT degrees earn 33% more success funding than AA/AS degrees.
Bakersfield College has also sustained its work on closing the ADT completion gap among Latinx students. In line with Latinx enrollment trends, Latinx students represented 72% of all ADT completers in 2019-20.

Today, our graduates are completing their degrees with fewer units—on average, 8.7 fewer units (10%) than just four years ago. Our ADT students’ pathway to the degree is even more focused, with an average accumulation of just 74.3 units.

Not only does the reduction in unit accumulation advance our progress toward the CCCCO’s Vision for Success, it results in students spending less time and money to obtain a degree.

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Career Development and College Preparation

Bakersfield College awarded 14 noncredit certificates in 2020-21. This outcome is part of a new focus on growing Career Development and College Preparation (CDCP) noncredit certificates, another category of student success that is remunerated under the Student-Centered Funding Formula (SCFF). In addition to the funding for the certificates themselves, when a student enrolls in courses that are part of a CDCP certificate, the FTES they generate is paid at an enhanced rate 33% higher than regular credit FTES.

Highlighted Strategies and Tactics:

- Increase noncredit course offerings and enrollments by 20% with a specific emphasis on course offerings at the Job Spot, BC Launchpad and rural communities in McFarland and Arvin.
- Increase the number of CDCP completions by 20% with a focus on rural communities, women, incarcerated students, and native Spanish-speakers.
- Institutionalize college wide processes and best practice for developing, offering and expanding noncredit courses and programs.
- Expand Entrepreneurship Program
- Increase Engagement by 20% for BC’s Launchpad.
- Expand apprenticeship programs in highly needed areas, such as logistics, retail, hospitality, automotive, and public health.

Career Technical Education Success

BC is also focusing on increasing enrollment and success in of our Career Technical Education (CTE) classes. The SCFF includes additional remuneration for each student who completes 9 or more CTE units within an academic year. Each student who attains this threshold qualifies the college for an additional $559 in funding.

While BC has done very well on this metric historically, we have now implemented additional focused tracking which will enable our Completion Coaching teams to use Starfish, Ocelot, and data reports from the Offices of Institutional Effectiveness and KCCD Institutional Research to increase the number of students attaining this threshold. For 2021-2022, BC has identified 3,704 students who are likely to attain this threshold of CTE enrollment and another 2,421 students who are close to the threshold. Encouraging just 10% of these students to reach the threshold would realize an additional $135,000 in funding for the college.
Adult Education Program

California Competes reported that, "nearly 7 million of California’s adults have a high school diploma but no college degree, with four million having some college education and no degree. Strategies to advance this population will also help to reduce the persistent achievement gap in educational attainment for low-income and underrepresented Californians.” Bakersfield College continues to innovate strategies to intentionally address these issues.

**Highlighted Strategies and Tactics:**

- Develop college-wide strategic focus with systematic programming to serve the non-traditional student market
- Institutionalize and expand adult outreach programs including:
  - Back to College
  - The Job Spot
- Outreach to non-traditional adult demographics including those looking for:
  - Online options
  - Evening classes
  - Flexible schedules
  - Retraining for job growth
  - Retraining for employment
- Credit for Prior Learning
- Increase opportunities to apply by 10%
- Competency Based Education
  - Establish a task force
  - Identify one transfer program and one career education program
- BC’s Launchpad Expansion
  - Increase the number of for-credit and noncredit courses in Entrepreneurship at the BC Launchpad (Weill Institute) by 20%
  - Create a pathway to CDCP noncredit certificates in Entrepreneurship through the BC Launchpad, as well as at rural sites
Completion of Transfer Level Math & English in the First Year

BC students are completing key math and English classes at historically high rates with particularly strong gains for Latinx and Black students. Meeting this key momentum point also garners revenue under the state’s student-centered funding formula (SCFF). Importantly, only students who complete both math and English within their first year of college qualify the college for the performance-based funding point. Early College students’ FTES rate is 40% higher than our base FTES rate, which compensates for lower likelihood of high school students qualifying for success-based funding. By aligning our strengths with the rules of the SCFF, BC is able to be fiscally sound while also doing good in the community.

An intentional redesign of BC’s assessment and placement system transformed placement to increase equitable access to transferable math and English.

Since 2015, BC has increased the student completion of transfer-level English by 11.7 percentage points from 16.7% to 28.4%, and completion of transfer-level math by 13.8 percentage points from 5.8% to 19.6%. Among degree and transfer-seeking students, the rates are even higher.

Highlighted Strategies and Tactics:

- Use Starfish data for each momentum point and develop communication campaigns to engage students and nudge them into higher momentum trajectories
- Use Ocelot with Starfish to reach students via texting
  - Since April, BC launched 550+ texting campaigns targeting 81,000 former, current, and prospective students
  - Texts promoted awareness of financial aid, enrollment events, course availability, priority registration dates, laptop programs, academic support, department Meet and Greets, and more.
Equitable Completion of Transfer-Level Math & English

BC’s Student Equity Plan identifies Black and Latinx students as the most disproportionately impacted equity groups on campus. Success levels for these groups have increased dramatically. We saw:

- Black students’ completion of transferable math increased by 276% from 2015 to 2020 and Latinx students’ completion increased by 284% whereas the overall rate increased at a slower pace (238%), indicating that equity gaps are closing.
- Black students’ completion of transferable math increased by 155% from 2015 to 2020 and Latinx students’ completion increased by 67%. The overall rate increased by 70%, indicating that we are closing the equity gap in math completion for Black students.
Attempting 15+ Units/Term, 30+ in the First Year

While the SCFF includes remuneration for student progress and completion, the largest share of revenue is still realized by FTES generation or enrollment. Since adopting the Guided Pathways framework, we altered our messaging to students to ensure they knew that full-time enrollment at 15 units per semester is necessary to complete an associate’s degree in two years.

Since 2015, BC has increased first-time students who attempt 15+ units in their first term by 9.1 percentage points from 10.6% to 19.7% in 2020. The percentage of students attempting 30+ units in their first year increased by 6.2% from 10.4% in 2015 to 16.6% in 2020. All meta-majors have improved full-time student enrollment and unit attempts in the first term and year.
During the pandemic, the percentage of Black and Latinx students enrolled full-time has been at or near peak levels (20% for Latinx students and 17% for Black students). Highlights include:

- More than doubled the total number of first-year Black students who attempt 15+ units and increased 30+ unit attempts by 50%
- Increased the total number of first-year Latinx students who attempt 15+ units in the first term by 68.8%

**Highlighted Strategies and Tactics:**

- Institutionalize English and Math bootcamps during Week 0
- Ensure embedded peer mentor support for English and Math for all students
Supplemental Funding for Equitable Access and Outcomes

College affordability is critically important for equitable access. Additionally, under the student-centered funding formula, each financial aid recipient (both Pell and Promise Grant) qualifies BC for additional funding, both directly as a fixed amount (currently $948) and as an enhancement to the value any student success funding earned. Due to the critical nature of financial aid for both student success and college funding, BC has added on-time financial aid application to its institution-set standards.

Highlighted Strategies and Tactics:

- **BOGW/CCPG**
  - Increase the number of CCPG applicants by 20% in one year
  - Ensure financial aid numbers are accurately reported
  - Increase the percentage of BC students receiving a CCPG to 60% with a stretch goal of 70%.
- **Pell Awards**
  - Increase the number of FAFSA applicants by 20% in one year
  - Ensure financial aid numbers are accurately reported
  - Increase percentage of BC students receiving a Pell grant to 35% with a stretch goal of 45%
Momentum Points

Student progression and completion is making strong advances at Bakersfield College. Our innovative Guided Pathways Completion Coaching teams continually refine their use of data to proactively reach students and keep them on track for completion, taking ownership of students’ completion of key, research-based momentum points with equity.

Implementing BC’s Guided Pathways involved the entire college redesigning systems to advance equitable access and completion. Increasing completion of transferable math and English both directly augments college funds under the student-centered funding formula and improves the likelihood of degree and transfer attainment.

During the pandemic, we saw enrollments decline disproportionately among our students of color. From fall 2018 to fall 2021, FTES generated by Latinx and Black students dropped 4.3% and 1.1%, respectively, while FTES from White students actually increased by 7.3%. BC serves a high proportion of first-generation college students (42%) with students of color most likely to be the first in their family to attend college. Applications from first-generations students dropped by 38% from fall 2017 to fall 2020 while applications from other students dropped only 3%.

Highlighted Strategies and Tactics:

• Developing a systematic focus on student continuation (progress or retention) ensure a 10% increase in returning student yield by semester:
  o Define student non-returner targets by last semester of enrollment, engagement level, and how close to completion they are, etc.
  o Establish clear strategies for communication and outreach, including:
    ▪ Faculty based communications
    ▪ captive class-based outreach
    ▪ emails, texts, phone calls, Canvas, etc.
  o Define responsibility and ownership over student cohorts
• Define role and structure of GP Completion Team
• Examine college system and process to boost the following:
  o Focus on customer service
  o Student support, including tutoring, SI, etc.
  o Faculty role in enrollment outcome
  o In-reach activities (captive audience)
  o Communication
  o Affinity group focus {EOPS, etc.}
Focus on Diversity, Equity, & Inclusion

While the improvements in progression and completion are promising, Bakersfield College has renewed its commitment to racial equity in 2021-22. In accordance with our Commitment #1 (A Racial Equity Student Success Agenda), we will be focusing on restoring access to our students of color, particularly Latinx and Black students through active recruitment and community engagement. This focus will also guide our work to close gaps in access and opportunity, momentum point completion, and completion of certificates and degrees for Black and Latinx students.

A Racial Equity Student Success Agenda

Collective Consciousness Raising

Faculty & Staff Diversification

Race-Conscious First Responder Training

We have also addressed Commitment #3 by entering into partnerships with UC Merced and CSU Bakersfield to create a talent development and recruitment pipeline for new faculty who have been educated in the Central Valley and who are excited for the opportunity to teach at Bakersfield College. By developing and recruiting talent from our local communities, we are moving the dial on faculty and staff diversification.

Highlighted Strategies and Tactics:

- The program’s second cohort is made up of nine students (six from Cal State Bakersfield, two from UC Merced and one from Fresno State) who are assigned a faculty mentor and will teach a class at BC in spring 2022.
PART III: Facilities & Infrastructure

Continue the implementation of Measure J Projects for 2021-22

Bakersfield College will continue to work with staff, faculty, and the community as we transform our campus and create a better BC by rebuilding our facilities and infrastructure. Construction will continue on the following projects.

- Memorial Stadium Phase III
- Science Engineering Building
- Welcome Center
- Administrative Services Building
- General Ed Center – Arvin
- Learning Resource Center – Delano
- Renegade Athletic Complex
- Ag Farm Fencing

Completion of Measure J Projects prior to 2021-22

- Vernon Valenzuela Veterans Center
- Campus Center/Dining Commons
- Field House Swing Space
- Memorial Stadium Phase I & II & III
- Campus Signage
- Infrastructure
  - TES Tank
  - Math Science Air Handler Replacement
  - Water Line Replacement
  - Humanities Elevator

Peace/Learning Gardens at the Main Campus

BC worked with campus and community groups to design a multiphase project to add multiple Peace/Learning Garden elements to the Panorama Campus. The first garden was completed in September 2021 and a second garden is scheduled for completion in September 2022.
PART IV: Leadership & Engagement

Focus on Student-Centered Funding Formula
The President’s work plan for 2021-2022 focuses on measurable improvements to key metrics of the student-centered funding formula focusing on student access, success, and completion. Professional development and intentional communication regarding new enrollment management tools that empower employees at all levels of the College to maximize student success and college funding is ongoing.

Regional Leadership & Engagement
BC convenes regional leaders in education, industry, research, and policy to identify and implement solutions to issues of poverty, unemployment, health disparities, and education rates in Kern.

Highlighted Strategies and Tactics
- Homelessness Data Project: using data to better understand food and housing insecurity among BC students
- Hosting regular Ag/Water/Energy (AWE) webinars on the future of Kern in partnership with the National Renewable Energy Lab (NREL) to discuss transition of Kern’s energy economy toward renewable sources.
- Regional workforce development project to facilitate the energy industry transition toward renewable energy, biofuels, and other climate restoration projects.
- Central Valley transfer projects with CVHEC, UC Merced, and other partners.
- Rural Health Equity and Learning Collaborative (HEAL) and Vaccine Outreach
- Grow Our Own talent pipeline recruitment initiative; Centric Research Project on Public Health Pathway and service learning

Diversity Training
The New Employee Orientation familiarizes newly hired employees with an understanding of the services offered to our employees and students, access to technology, places for support, and includes a tour of the campus with lunch provided in the Dining Commons. The orientation introduces new employees to the culture of Bakersfield College, how they can get engaged with our campus committees and how the college uses social media to stay engaged.
This year’s orientation included a higher emphasis on diversity and sensitivity to current social issues. The goal is to develop curriculum to include in the orientation that speaks to BC’s culture of diversity and inclusivity. We are working to accomplish this goal by:

- Bringing in campus experts to speak on diversity issues
- Providing space to discuss diversity and current social issues
- Providing campus resources and opportunities to further their learning on diversity

**Professional Development**

Once classified and management employees complete the one-day New Employee Orientation, the employees are then enrolled in a year-long seminar to further orient them to the various nuances of BC. The training usually consists of monthly 3-hour trainings throughout the year. The training typically focuses on two distinct topics each day and allows for a much deeper dive in each of those topics. This year, we are developing two new modules.

- **New Module #1:** Introduction to the various remote user tools employed by the college including Zoom, Canvas, SharePoint, Remote Access, etc.
- **New Module #2:** More in-depth diversity training. Taking the initial concepts presented at the New Employee Orientation and developing them further.

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