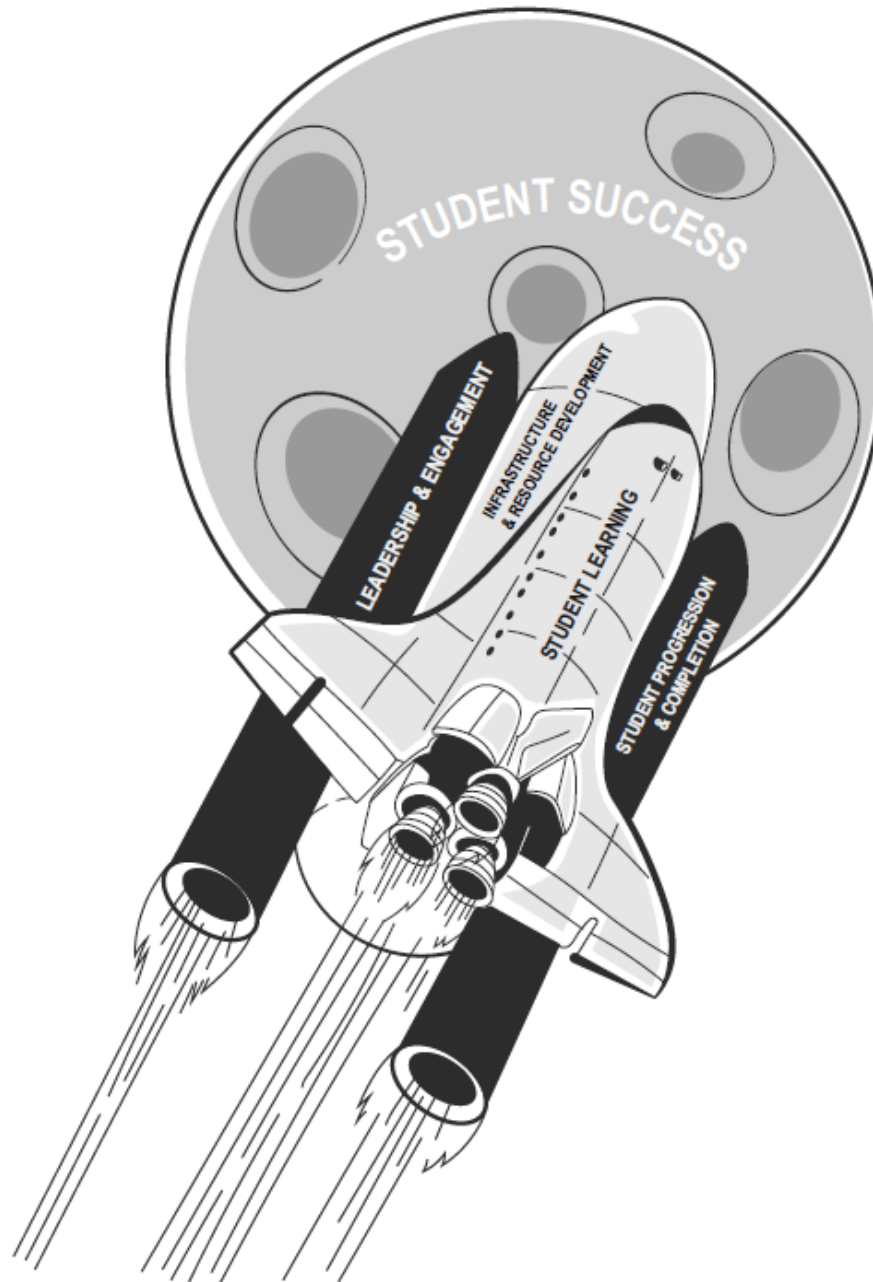


BAKERSFIELD COLLEGE 2021-2024 STRATEGIC DIRECTIONS



Strategic Directions Core Team

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

April 6, 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 works 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.

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.

PRESIDENT'S MESSAGE CONTINUED...

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



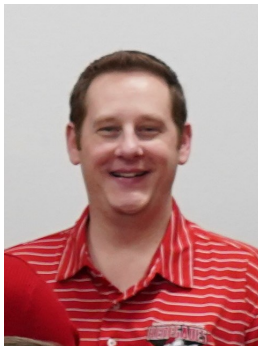
Bill Moseley
Dean of Instruction,
Academic Technology



Sondra Keckley
Faculty Librarian



Gian Gayatao
Student



Brent Wilson
Assistant Professor,
Physics



Grace Commiso
Counselor



Craig Hayward
Dean, Institutional
Effectiveness



Teresa Mcallister
Faculty, Academic
Development



Kristin Rabe
Media Services
Coordinator

EXECUTIVE SUMMARY

Early in the last year of the 2019-2021 Strategic Directions plan, a core team was identified to lead the effort in evaluating the college strategic directions and updating the initiatives for the new 2021-2024 Strategic Directions plan. One of the first steps was to review the previous strategic directions development process and look for ways the process and the initiatives could be improved. The team decided to take a new approach by identifying areas the college was already doing innovative work and then have the leads for those areas document the work they were doing along with future goals for those areas. The team then took those documents, reviewed them, and then pulled from them the most important of the strategic goals.

One of the key changes in this strategic directions document is an adjustment to one of the four strategic directions. The previous strategic direction #3 was titled, “Facilities and Technology” and it really centered around the work that would ultimate lead to the Measure J bond. Now that the bond has passed and the work is in progress, the direction has been re-focused and is now titled, “Infrastructure and Resource Development”. The title still captures the capital projects being done but also re-focuses the direction on 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.”*

[still to be completed]

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 18, 2019

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 the three-year cycle. 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 web site.



Complete!



In-Progress



Not Started

STRATEGIC DIRECTION #1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Humanizing Learning				
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

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Inmate Education				
1.4	Build Inmate Education collaborations in new locations.	List of new locations.	Program Manager, Inmate Scholars	
1.5	Offer re-entry services to formerly incarcerated students.		Program Manager, Inmate Scholars	
1.6	Graduate first cohort of inmate scholars in the Industrial Automation Baccalaureate degree program.		Program Manager, Inmate Scholars	

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
OER's/Instructional Resources				
1.7	Develop college-wide plan for OER.	Presentation of plan to Governance.	Dean of Instruction, Academic Technology	Program Manager, Academic Technology and Professional Development
1.8	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

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Adult Education				
1.9	Assist BC in advancing Labor Force Equity in Rural California			
1.10	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.			

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Career Technical Education				
1.11	Expand workforce development opportunities into the Energy Program			
1.12	Implement Credit for Prior Learning units for equivalent experience from the industry.			
1.13	Increase the median annual earning for student exiting programs will support the students			

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Career Technical Education				
1.15	Increase success rate for CTE courses (Core Indicator 1 Technical Skill Attainment) to 90% reducing repeating courses			
1.16	Expand Career Education programs to Inmate Education			
1.17	Develop 3 additional apprenticeship programs working with various industry partners (retail/hospitality, automotive, and electronics)			

STRATEGIC DIRECTION # 1 – STUDENT LEARNING

#	Initiative	Measurement	Lead Scorer	Other Scorers
Career Technical Education (Internships)				
1.18	Expand Student Employment placements within on-campus, creating more career-related opportunities and allow them to enroll in work experience to gain credit.			
1.19	Increase the enrollment of Work Experience by 10%.			
1.20	Actively participate in meetings with the WIB, AJCC and Chamber of Commerce to engage potential employers.			

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Autoenrolling in Default Pathways				
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 auto-enrollment 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

#	Initiative	Measurement	Lead Scorer	Other Scorers
8 Week Sessions				
2.4	Increase the number of 8+8 programs by 3			
2.5	Increase the number of courses offered in the 8-week format by 10%			
2.6	Build a repository of 8-week program maps into Program Mapper.			

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
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.	Launch of CBE program for pilot.	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.			
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.			

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Early College				
2.10	Continue connecting dual and concurrent enrollment opportunities to guided pathways and scaling up Early College implementation with high school partners.	<p>Increase dual enrollment course offerings at high school sites.</p> <p>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.</p> <p>Increase student enrollments in dual and concurrent enrollment courses, specifically with African American high school students.</p>	Program Director, Early College	Executive Director, Outreach and Dual Enrollment
2.11	Continue to streamline Early College enrollment processes.	<p>Replace paper Dual/Concurrent Enrollment form with online process.</p> <p>Integrate new online form with Banner to auto-enroll dual enrollment students.</p>	Program Director, Early College	Executive Director, Outreach and Dual Enrollment

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Non-Credit Courses/CDCPs				
2.12	Identify current community needs that can be best served through noncredit courses and/or programs and address those needs systematically.	Documented list of noncredit courses.		
2.13	Institutionalize college-wide processes and best practices for developing, offering, and reviewing on noncredit courses and/or programs.		Co-chairs Curriculum Committee	
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.			

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Leadership Institute				
2.15	Leadership Inst. Launched with first enrollment	Enrollment of students in program	Dean, Academic Technology	

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
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	
2.17	Improve tracking of the effectiveness of enrollment and retention campaigns.		Dean, Institutional Effectiveness	
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.		Dean, Institutional Effectiveness	

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Financial Aid				
2.19	Increase financial applications by 5%		Director of Financial Aid	
2.20	Increase financial awareness by 5%		Director of Financial Aid	

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Academic Support				
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.	Program Manager, Tutoring	Dean, Academic Technology
2.22	Discuss the arrangement for post-Pandemic Tutoring with 3 physical sites and now a permanent 4 th component, Online Tutoring, and draw up a 4 th component, Online Tutoring, and draw up a plan before mid-Summer 2021. plan before mid-Summer 2021.	Launch of redesigned tutoring.	Program Manager, Tutoring	Dean, Academic Technology

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Enrollment Trends Related to the Pandemic				
2.23	Data focused calling campaigns organized by Affinity Group, Pathway, and/or academic department.		Program Director, Outreach and School Relations	
2.24	Distribution of CARES Act & HEERF monies for incentives.			
2.25	Increase flexible scheduling and modality options (e.g., hybrid)		Program Director, Outreach and School Relations	

STRATEGIC DIRECTION #2— STUDENT PROGRESSION AND COMPLETION

#	Initiative	Measurement	Lead Scorer	Other Scorers
Student Health and Basic Needs				
2.26	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.		Director, Student Life	Program Manager, Adult Education
2.27	The Renegade Pantry program looks to continue it's drive-thru service to allow an option for students to pick up food supplies during the COVID-19 crisis		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.		Director, Student Life	Program Manager, Adult Education

STRATEGIC DIRECTION #3— INFRASTRUCTURE AND RESOURCE DEVELOPMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
Private Philanthropy and Building Naming				
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		Executive Director, Foundation	
3.3	Leverage BC Foundation Board of Directors to expand college network for fund development purposes.		Executive Director, Foundation	

STRATEGIC DIRECTION #3— INFRASTRUCTURE AND RESOURCE DEVELOPMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
External Internet				
3.6	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
3.7	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
3.8	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

STRATEGIC DIRECTION #3— INFRASTRUCTURE AND RESOURCE DEVELOPMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
Campus Beautification				
3.9	Completion of the Peace Garden Complex.		Director, Facilities	Facilities Committee, Director, Student Life
3.10	Completion of new Science & Engineering Building.		Director, Facilities	Facilities Committee
3.11	Completion of new Athletics Center (gym).		Director, Facilities	Facilities Committee
3.12	Completion of the re-model of the Welcome Center.		Director, Facilities	Facilities Committee
3.13	Completion of the re-model of the Administrative Services building (former bookstore and business office).		Director, Facilities	Facilities Committee

STRATEGIC DIRECTION #4— LEADERSHIP AND ENGAGEMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
Economic and Workforce Development				
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.			
4.2	Curriculum development: develop at least two degree or certificate programs, credit or non-credit, consistent with the goals of HRTP (see #1).			
4.3	Offer 3 webinars aimed at sharing information to the broader community regarding the researching findings of the HRTP project.			

STRATEGIC DIRECTION #4— LEADERSHIP AND ENGAGEMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
Faculty Diversification and Development				
4.4	Need for fiscal and human resources to expand the scope of the program.	Hiring of FT Faculty member to lead program.	Dean, Academic Technology	
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	
4.6	Foster and cultivate newly hired URM faculty to improve diversification.	Cohort graduates increase year over year.	Dean, Academic Technology	

STRATEGIC DIRECTION #4— LEADERSHIP AND ENGAGEMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
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	Leads for Starfish

STRATEGIC DIRECTION #4— LEADERSHIP AND ENGAGEMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
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 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.		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).		Academic Senate	

STRATEGIC DIRECTION #4— LEADERSHIP AND ENGAGEMENT

#	Initiative	Measurement	Lead Scorer	Other Scorers
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
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