BAKERSFIELD COLLEGE

Bakersfield College Strategic Plan

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About Bakersfield College

Established in 1913, Bakersfield College is one of California's oldest continuously operating community colleges. What began with 13 students attending classes at Bakersfield High School has grown into a regional institution now serving more than 45,000 students annually. In 1956, the college moved to its current 153-acre campus on the Panorama Bluffs, overlooking the Kern River Oil Field—a site that remains central to BC's identity and mission.

Driven by its commitment to educational access, Bakersfield College has steadily expanded its presence across Kern County. In 1972, BC began offering courses in Delano, which has since grown into a full-service campus supporting North Kern communities. In 1975, the college established health education programs at the Weill Institute in downtown Bakersfield, which continues to serve as a hub for allied health training and workforce development.

To meet the needs of students in rural areas, BC launched a series of Rural Initiatives designed to bring college closer to home. In Arvin, the college began offering courses at the high school in 2007, formalized its Early College program in 2016, and opened the permanent Arvin Educational Center in 2025—offering transfer degrees, career education, and dual enrollment opportunities. Similar programs have expanded to Wasco High School, Shafter High School, and the Shafter Library and Learning Center, providing students with flexible and accessible pathways to higher education.

Among these efforts, McFarland stands out as BC's flagship Early College site and a regional model of success. The partnership demonstrates how aligning high school and college coursework can increase degree completion and student success. Today, Bakersfield College supports dual enrollment at more than 40 high schools across Kern County, offering thousands of students a head start on college.

BC also extends access through its leadership in correctional education, providing in-person instruction at five state prisons. These programs offer incarcerated students' academic and career-building opportunities that support rehabilitation and successful reentry into society.

To better serve urban communities, BC operates additional centers tailored to local needs. In southwest Bakersfield, BC Southwest, co-located with California State University, Bakersfield, offers high-demand courses and seamless transfer pathways. In the southeast, The Job Spot provides adult learners and job seekers with academic support, skills training, and workforce development resources in a flexible, community-based setting.

In 2025, Bakersfield College celebrated 112 years of service to the community, with an annual student headcount exceeding 45,000 across multiple locations, including Arvin, Delano, the Weill Institute, BC Southwest, Shafter, five state prisons, and over 40 high schools. As it looks to the future, Bakersfield College remains deeply committed to delivering high-quality, affordable education to the diverse communities it serves across Kern County.

Mission Statement

As a public community college in the state of California, 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 environments promote equity and foster 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, December 01, 2023*

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.

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 ability, gender, national origin, race, religion, sexuality, socioeconomic status in terms of access and barriers to resources and opportunities.

Community

We commit to the well-being 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 democratic engagement.

Integrity

We cultivate an ethical and moral consciousness which places the collective well-being 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.

Wellness

We believe health and wellness to be integral, foundational elements of learning; we understand that a holistic education improves all aspects of society and the individual, including the mind, body, and spirit; through education, we will positively impact the health of the individual, natural environment and the global community.

Sustainability

We recognize our responsibility for continuing and maintaining this institution which has been shaped by over a century of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our human, fiscal, and environmental resources into the future.

The Communities We Serve

Demographic Profile

In 2023, 60.9% of the Bakersfield College (BC) service area population identified as Hispanic or Latino, while 25.9% identified as White.[1]

Regarding gender, 50.7% of the population identified as men and 49.3% as women.

Age distribution data indicate that 32.5% of the population was 19 years or younger, 7.3% were between 20 and 24 years, 15.1% were aged 25 to 34 years, and 45% were 35 years or older.

According to the KCCD Program Review Award Dashboard, 15.9% of Bakersfield College graduates in 2023-24 were aged 35 years or older, highlighting the need to recruit and develop programs tailored for adult learners.

Economy and Employment

In 2023, Kern County's median household income was $67,660—$28,674 below California's $96,334—and 19.0% of residents lived below the poverty level versus 12.0% statewide. Bakersfield College addresses these economic challenges through targeted workforce training, expanded financial-aid programs, and basic-needs services to help students overcome barriers and succeed in higher-wage careers.[2]

In 2023, Kern County's labor force totaled 401,400—growing to 408,100 in 2024—while California's labor force rose from 19.47 million to 19.64 million. Over the same period, Kern's unemployment rate edged up from 8.2% to 8.6%, compared with the state's increase from 4.7% to 5.3%, underscoring Bakersfield College's focus on targeted workforce training and support to address these gaps.[3]

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[1] Source: U.S. Census Bureau, U.S. Department of Commerce. "Hispanic or Latino Origin by Race." American Community Survey, ACS 1-Year Estimates Detailed Tables, Table B03002, 2023, https://data.census.gov/table/ACSDT1Y2023.B03002?q=B03002&g=040XX00US06_050XX00US06029. (retrieved 5/7/2025).

[2] Sources: U.S. Census Bureau, ACS 5-Year Estimates, Table B19013 (Median Household Income) & Table S1701 (Poverty Status), 2023 (retrieved 5/7/2025).

[3] Source: State of California, Employment Development Department (2023–2024). Local Area Unemployment Statistics, Annual Average (retrieved 5/7/2025).

Educational Attainment

Among residents aged 25 and older in the BC service area, 75.2% reported having a high school diploma or higher, while 18.1% held a bachelor's degree or higher. In contrast, statewide educational attainment rates for adults 25 and older were higher, with 84.8% holding at least a high school diploma and 37.5% possessing a bachelor's degree or higher.[4]

These statistics illustrate that the educational attainment in the BC service area is significantly lower compared to the state average, emphasizing the need for targeted educational interventions.

The Students We Serve

Bakersfield College's student headcount, enrollments, and FTES (full-time equivalent student) have continued to grow, surpassing pre-pandemic levels despite declines during the 2020–21 and 2021–22 academic years due to the pandemic. In the 2023–24 academic year, BC's current student headcount stands at 44,147, after excluding students with a fraud hold. Over the past five years, from 2019-20 to 2023-24, headcount, enrollments, and FTES have increased by 14% (from 38,646 to 44,117), 10.4% (from 163,047 to 179,966), and 12% (from 18,077 to 20,271), respectively.

Post-pandemic enrollment growth has been observed at both the main campus and the satellite campuses. The main campus experienced a 64% increase from 36,718 in 2021–2022 to 60,035 in 2023–2024. During the same period, enrollment at Delano surged by 173%, rising from 1,927 in 2021–2022 to 5,261 in 2023–2024. McFarland saw a 37% increase, from 804 to 1,100. Shafter recorded a 143% rise, from 520 to 1,262. Southwest Campus experienced the most significant growth, soaring by 1,121% from 870 to 10,623. Wasco's enrollment grew by 106%, from 1,002 to 2,069, while Weill Institute saw a 59% increase, from 691 to 1,100.

According to the KCCD Program Review, the total number of distance education enrollments increased significantly in 2020–21 due to the sudden transition to online instruction caused by pandemic-related disruptions. Approximately 95% of enrollments that year were in distance education. Starting in 2021–22, the number and percentage of in-person enrollments began to

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[4] Source: US Census Bureau, 2018-2023 American Community Survey 5-Year Estimates.

grow, although they remained below pre-pandemic levels. In 2023–24, distance education and hybrid courses accounted for 39.4% and 6.5% of BC enrollments, respectively.

Race and Ethnicity

As the overall student body has grown, the number of students in each ethnic group has also increased proportionately. The ethnic composition has remained consistent over the past five years. African American students currently make up 4.5% of the student population, while Hispanic students represent over 71%. White students account for 16.5%, and Asian students—including Filipino students—make up 4.2%.

Gender

The gender breakdown has remained consistent over time, with men comprising 43.7% of the student population and women accounting for 54.4%.

Age

As the number of special admit students continues to grow, the population of students under age 18 increased from 9,820 to 14,411. This age group now represents 33% of the Bakersfield College student body. Meanwhile, students aged 20 to 24 declined from 9,195 to 8,172—an 11% decrease. In contrast, the number of adult learners aged 30 and older rose from 7,055 to 9,069, marking a 29% increase.

Student Type

Special admit[5] students now make up 31% of the student body for the 2023-24 academic year, reflecting a growing trend. First-time students account for 15.6%, while continuing students make up 52.4%. In contrast, the number and percentage of returning students have declined, indicating that re-engaging students who previously stopped out remains a challenge.

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[5] Special admit students typically refers to high school students who are allowed to take college courses through the Early College program, which includes both Dual Enrollment and Concurrent Enrollment.

Underserved Students

In the 2023-24 academic year, students living with children under the age of 18 make up 13% of the total student population, representing 19% of the non-special admit population. Rising Scholars represent 3% of all students. First-generation and economically disadvantaged students constitute 43% and 36% of the BC population, respectively. Pell Grant and California College Promise Grant (CCPG) recipients make up 26% and 45.2%, respectively. The proportions of non-traditional, first-generation, and low-income students have remained relatively consistent over the past five years.

Basic Needs Program

The BC Basic Needs program started in Fall 2022. According to the Office of Institutional Effectiveness, as of early May 2025, the number of students utilizing the program increased from 2,867 in 2022–23 to 6,557 in 2024–25—an increase of 129%. As data continues to be entered into the system, the final number of students served is expected to rise.

Learning and Career Pathway

In the 2023-24 academic year, approximately 16.4% of students enrolled in Health Sciences majors. STEM students comprised about 10.5% of the student body, while those majoring in Social and Behavioral Sciences made up 12%. Additionally, students in Arts, Communication, and Humanities accounted for 11.8%, and those in Agriculture, Nutrition, and Culinary Arts represented 5.5%.

Educational Goals

In the 2023-24 academic year, over 63% of BC students expressed their intention to transfer to a four-year institution. Approximately 8.5% pursued associate degrees, while 3.7% aimed for vocational degrees or certificates.

Degrees and Certificates Awarded

Over the past five years, Bakersfield College has steadily increased its credential production, reflecting both growth and programmatic alignment with student and labor-market needs. Total awards climbed from 6,544 in 2019–20 to 7,917 in 2023–24-an increase of 21%. Associates for Transfer and Associates grew by 16% and 14%, respectively. Certificates of Achievement rose by 21%, while Job Skills Certificates saw a substantial increase, 47% increase. These gains underscore BC's success in scaling both transfer-oriented and workforce-

aligned credentials. In 2023–24, BC also awarded 13 bachelor's degrees in Research Lab Technology and Industrial Automation, reflecting the early expansion of its workforce-focused baccalaureate offerings.

Transfers

The number of students transferring to four-year institutions has slightly declined, primarily due to dual admission programs and rising tuition costs. In the 2023-24 academic year, a total of 1,194 BC students transferred to CSU campuses, while 281 students transferred to out-of-state institutions. Additionally, 68 students transferred to UC campuses, and 61 to in-state private four-year institutions.

Strong Workforce

According to data from the Chancellor's Office (https://datavista.cccco.edu/data_views/single_metric_nsa), among our CTE students who exited the program and found employment afterward, 59% earned a living wage for a single adult in Kern County. About 75% of BC CTE students after exiting the program, found a job similar to what they studied at BC.

Bakersfield College Strategic Plan for 2025 – 2030

Strategic Foresight

Throughout the 2024–25 academic year, Bakersfield College (BC) engaged in a strategic foresight process to envision the institution's future in 2035. A cross-functional team collaborated to develop a comprehensive, actionable blueprint. This process aims to guide BC's leadership in creating an environment where students and employees thrive through enhanced cultural, technological, and physical spaces.

This strategic roadmap, titled "The Future of Learning, The Future of Kern: Bakersfield College 2035," addresses Kern County's evolving demographic and economic landscape. It also responds to the rise of emerging industries and AI-driven technologies, emphasizing the need for a unified institutional vision. This 2035 blueprint serves as both a strategic guide and a call to action, outlining how academic programs, technology integration, college expansion, and community engagement will converge to make BC a model institution for the future. This vision is driven by empowered faculty, active student engagement, and a dedicated classified workforce, preparing learners to thrive in an AI-enhanced, globally connected, and socially responsible world.

To achieve this vision, BC will enhance both student and employee experience by focusing on the following strategic foresight areas:

- **Academic Programs & Workforce Alignment**
  - Academic alignment with workforce needs
  - Experiential learning and career preparation
  - Interdisciplinary pathways, integrating classic and emerging fields
  - Technology integration in education
  - Credential expansion – new bachelor's degrees and short-term certificates
  - Career and community integration
- **Student Success & Support Services**
  - Holistic and proactive support
  - Centralized student hubs
  - Academic support and real-time tutoring
  - Financial and basic needs support
  - Mental health and wellness
  - Support for non-traditional students
- **Equity, Access & Community Engagement**

- A safe, inclusive, and accessible future
- Everyone-serving institution
- Community engagement and economic development
- Closing equity achievement gaps and expanding access
- **Infrastructure & College Expansion**
  - Infrastructure growth and community integration
  - Campus upgrades
  - Transportation enhancements

These areas are organized around three key themes:

- **Cultural Environment:** Fostering a supportive and inclusive environment through structured programs and services.
- **Technological Environment:** Leveraging digital tools to enhance education and operations.
- **Physical Environment:** Creating dynamic, collaborative, and accessible spaces.

To pave the way for a comprehensive and integrated transformation, the BC Strategic Planning Committee has established five-year goals and strategies aligned with these themes. The 2025-2030 Strategic Plan outlines key metrics[6] and measurable outcomes, creating a clear path for Bakersfield College to implement the blueprint developed through strategic foresight. By cultivating a thriving culture, advancing technology, and enhancing physical spaces, BC is committed to preparing its community for a prosperous future.

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[6] Our strategic plan is primarily grounded in a strategic foresight process designed to envision the future of the college in 2035. Unlike traditional strategic planning — which typically relies on historical data and assumes a linear progression of outcomes — strategic foresight is a future-oriented approach. It anticipates emerging trends, signals of change, and a range of possible futures in order to develop adaptable strategies that guide long-term planning and decision-making.

Rather than providing baseline data and projecting incremental improvements in outcomes and experiences, our approach focuses on forward-looking enhancements. As part of the annual evaluation process, stakeholders will monitor and track progress using both qualitative and quantitative metrics.

Strategic Plan for 2025-2030

Cultural Environment

Student culture at Bakersfield College encompasses programs, services, and support structures designed to promote success in courses and programs of study, fostering a positive student experience and overall well-being throughout their academic journeys. This includes offerings like short-term courses, micro-credentials, and online programs, alongside mental health support and funding opportunities for implementation. Similarly, workplace culture reflects the collective values, attitudes, and behaviors that shape the employee experience, evident in interactions among employees and the overall workplace atmosphere.

Bakersfield College has identified **thirteen objectives** to ensure the college is cultivating an environment where students and employees thrive, feel valued and productive while understanding their roles within the college's broader mission and are supported by wellness initiatives.

Objective 1: Ensure every CTE program prepares students for livable-wage employment

To align all CTE programs with regional workforce needs and ensure all programs lead to a livable wage, the college will grow credit for prior learning (CPL), establish competency-based education (CBE), expand experimental learning, implement workforce-oriented academic programming, and develop micro-credentials.

This will be achieved by increasing the number of courses with articulation agreements; increasing the number of courses that are articulated through the Mapping Articulations Pathways (MAP) platform; implementing CBE for the Culinary Arts Associate's Degree; increasing the number of internships, apprenticeships, externships, and research projects; implementing faculty-led development of academic programs (including degrees/certificates, and courses); conducting labor marketing and employer needs analyses and developing a list of micro-credentials align with key industries; developing an upper-division forensics course; documenting the number of program awards earned in emerging disciplines.

Strategy	Metrics
Grow Credit for Prior Learning (CPL) & Mapping Articulated Pathways (MAP)	Increase the number of courses with articulation agreements. Increase the number of courses that are articulated through the MAP platform.
Establish Competency-Based Education (CBE)	Implement CBE for Culinary Arts associate's degree.
Expand Experiential Learning	Increase number of Internships, apprenticeships, externships, and research projects.
Workforce-oriented academic programming	Implement development/revision of academic programs, including degrees, certificates, and courses. Increase number of students entering health-related graduate programs after completing the BS degree. Increase number of career exploration workshops or speaker series hosted annually. % attained living wage[7]; job similarity rate.[8]
Develop Micro-Credentials	Conduct labor market and employer needs analysis and develop list of micro-credentials aligned with key industries. Develop an upper-division forensics course. Document number of program awards earned in emerging disciplines.

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[7] % attained the living wage is a performance metric used by CCC. It tracks the percentage of BC CTE students who exited their program and are earning at or above a living wage in Kern County.

[8] Job similarity rate indicates percent of students who got a job that matches what they studied at BC.

Objective 2: Enhance student learning through flexible, personalized learning options

To enhance the student learning experience through flexible, personalized learning options, the college will expand short-term classes, facilitate hybrid and online learning options, provide faculty training focused on online instruction and effective delivery, and expand math course options.

This will be achieved through assessing the demand for short-term classes; evaluating online retention and success rates; providing accessible training for faculty; implementing accessible and timely video training; and revising co-requisite math course to support gateway classes.

Strategy	Metrics
Expand short-term classes	Improve course retention and success rates in 8-week courses.
	Increase number of distinct courses offered in the 8-week format.
Facilitate hybrid or online learning options	Improve online retention and success rates; increase number of online degrees/certificates.
Faculty training focused on online instruction and effective delivery of short-term courses	Increase in course retention and success rates for classes taught by faculty who participated in the training.
Expand math options	Develop new or revised co-requisite math courses designed to support gateway math classes.
	Document initial data and feedback from a pilot run of new co-req math courses.
	Partner with local high schools to support intersegmental collaboration.

Objective 3: Enhance the Bakersfield College student experience

To develop the whole student both academically and personally, the college plans to strengthen services so students can successfully graduate, transfer, and enter the workforce.

This will be achieved by enhancing the BC student experience. The college will build upon the Guided Pathways framework, helping to create a sense of belonging and provide access to resources and opportunities for students.

Strategy	Metrics
Build upon Guided Pathways framework and completion teams	Increase percentage of students who complete 15+ units in their first term.
	Increase percentage of students who complete 30+ units in their first year.
	Increase completion of transfer-level English and Math in their first year.
	Percentage of students with student education plans
Strengthen students' sense of belonging through co-curricular programs	Student engagement surveys: sense of belonging, student satisfaction with campus life and support services, and student participation in co-curricular programs and campus events.

Objective 4: Increase access to medical assistance and mental health support

The college plans to increase access to medical assistance and mental health support services by conducting surveys to assess needs for mental health support, expanding in-person and virtual counseling services, and launching a culturally responsive, multilingual awareness campaign to reduce stigma surrounding seeking mental health resources.

Strategy	Metrics
Conduct a survey to assess needs for medical assistance and mental health support	Document survey results.
Expand in-person and virtual mental health counseling services	Increase number of students reporting access to mental health resources using virtual/in-person counseling.
Launch an outreach campaign	Increase medical assistance and mental health outreach engagement.
	Document number of students self-reporting and faculty/staff Students of Concern (SOC) referrals.

Objective 5: Expand holistic student support services

To expand holistic student support services, the college plans to improve access to and information for Basic Needs program, provide student support services in rural areas, expand childcare services, operational hours, common hour scheduling, and personalized college-level academic preparedness.

This will be achieved by reporting on the number of students served by the Basic Needs program, determining the number of students enrolled in rural areas, conducting student surveys to assess the need for evening childcare and expanded common hour scheduling.

Strategy	Metrics
Improve access to and information for Basic Needs Program	Document number of students served by the Basic Needs program.
Expand student support services provided in rural areas such as farm workers initiatives	Increase number of student enrollments in rural areas.
Expand childcare services	Increase number of Child Development Center (CDC) employees. Increase number of students utilizing childcare services at the CDC. Conduct a student survey to assess the need for evening childcare. Updated contract with CA Dept of Education to offer after-school care.
Extend operational hours for student services	Implementation of extended work hours in student services.
Expand common hour scheduling	Assess effectiveness of current model in STEM pathway. Consider and implement expansion as appropriate.
Expand access to personalized, college-level academic preparedness	Increase course retention and success rates, persistence rates, and graduation rates.

Objective 6: Strengthen financial access

To enhance and expand financial aid and scholarship resources at Bakersfield College, the College plans to increase awareness of and student access to financial aid and scholarship

opportunities. Also, the college will work to increase the number of students who complete the FAFSA/CADAA [9].

This will be achieved through awareness and outreach efforts that may include targeted campaigns to inform students about financial aid options, including FAFSA, CADAA, and scholarships; and provide resources and workshops to reach underserved communities.

Strategy	Metrics
Increase FAFSA/CADAA applications	Increase percentage of students who submitted FAFSA/CADAA applications. Conduct student surveys. Increase the awarding of PELL grants.
Increase scholarship opportunities	Increase number of students applying for scholarships. Increase number of students awarded scholarships.

Objective 7: Strengthen academic access and success

To strengthen academic access and success, the college will expand the Bridge to BC program, leverage academic support services, expand pathways for K-12 student success, and increase OER/ZTC[10] courses.

This will be achieved by rebranding the Bridge program as part of a new student orientation, expand Bridge to BC to include adult and non-traditional learners, and leverage the early alert system to proactively identify and support at-risk students. Additionally, the college will increase the offered OER/ZTC sections.

Strategy	Metrics
Expand Bridge to BC	Increase adult learner participation in Bridge.
Leverage academic support services	Increase percentage of students who complete 15+ units in their first term. Increase percentage of students who complete 30+ units in their first year.

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[9] FAFSA (Free Application for Federal Student Aid) is for federal aid, while CADAA (California Dream Act Application) is for California State aid.

[10] Zero Textbook Cost (ZTC) refers to course sections which do not require the purchase of course materials, such as textbook. Many instructors at BC create ZTC sections by using Open Educational Resources (OER). OER refers to freely available learning materials that can be copied, edited, and shared to better serve all students.

Strategy	Metrics
	Increase completion of transfer-level English and Math in their first year.
	Increase percentage of students receiving tutoring services.
Expand pathways for student success in K-12	Increase high school partnerships.
	Increase number of dual and concurrent enrollment students.
Increase OER/ZTC courses	Increase number of OER/ZTC sections/enrollments

Objective 8: Increase Bachelor's degree attainment

To increase bachelor's degree attainment, the college will increase partnerships with universities and develop workforce aligned Baccalaureate programs by increasing the number of partnering universities with the option of concurrent enrollment and creating a new application program for the Baccalaureate program.

Strategy	Metrics
Increase partnership with universities	Increase transfer volume and transfer rates.
	Increase number of ADT[11] awards.
	Increase number of cross or concurrent enrollment options with partnering universities.
	Increase number of partnering universities.
	Increase number of established MOU[12] agreements.
Develop workforce-aligned baccalaureate programs	Develop new baccalaureate programs to meet local workforce needs.
Explore placement of baccalaureate programs at new locations	Findings from the needs assessment, labor market analysis, and competitive analysis.
	Engagement plan and community feedback report.

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[11] Associate Degree for Transfer.
[12] Memorandum of Understanding.

Objective 9: Continue to support college mission and goals through community engagement and industry partnership

The college plans to continue supporting the college's mission and goals through prioritizing community engagement and industry partnership.

This will be achieved by broadening and increasing the Bakersfield College Foundation's presence in the community and designating subject matter CTE experts to foster connections within workforce development areas.

Strategy	Metrics
Broaden the BC Foundation's presence	Increase number of donors.
	Increase dollar value of gifts.
	Increase number of donations to BC Foundation.
Subject Matter CTE expert (faculty)	Increase number of academic/workforce programs benefiting from partnerships.
	Document number of partnership events hosted or attended by CTE faculty/Dean.

Objective 10: Expand professional development opportunities for all employees

To expand professional development opportunities for employees, the college plans to implement ongoing year-round professional development opportunities.

The professional development opportunities include increased frequency of professional development opportunities offered per term; establishment of the college's professional development budget; formation of a professional development workgroup for classified professionals; and the establishment of a year-long BC leadership academy.

Strategy	Metrics
Ongoing, year-round professional development opportunities	Increase frequency of Professional Development opportunities offered per term.
	Establish and grow Professional Development budget, Usage of funds; conference attendance, flex sessions.
	Formation of a Professional Development workgroup for classified professionals.

Objective 11: Facilitate culture focusing on employee well-being

The college strives to facilitate a culture focused on employee well-being. To continue building on the college's initiatives, Bakersfield College plans to leverage KCCD's wellness survey and launch a series of wellness workshops focused on mindfulness, self-care, time management, etc. Identified actionable strategies will then be tailored to enhance overall employee well-being and overall experience at Bakersfield College.

Strategy	Metrics
Launch wellness workshop series	Launch workshop series; document attendance.
Leverage KCCD wellness survey and focus group studies to improve employee wellbeing	Use survey data to develop a list of actionable strategies tailored to enhance employee wellbeing.

Objective 12: Streamline and standardize institutional communication

To streamline and standardize institutional communication, the college plans to establish a "Stylebook", outlining college professional standards and protocols on writing through email, SMS, website, social media, etc.

Strategy	Metrics
Standardize messaging, protocols and guidelines	Develop communication standards and campus-wide communication plan. Utilize institutional CRM with academic pathway-based communications plan to engage prospective students.

Objective 13: Strengthen and Support civic engagement and BC's community leadership

To strengthen civic engagement and BC's community leadership, the college will host public forums, cultural events, and civic initiative at BC campuses; and encourage BC community participation in local organizations.

This will be achieved by increasing the numbers of BC employees in local boards, chambers, and economic development councils; increasing the number of public forums, cultural events, and civic initiatives BC participates in; and tracking involvement via surveys.

Strategy	Metrics
Public forums, cultural events, and civic initiatives at BC campuses	Increase number of local boards, chambers, economic development councils, public forums, cultural events, and civic initiatives on BC campuses.
	Increase and document BC involvement in boards, councils, meetings, events, or workshops hosted by the local organizations.
Encourage BC community participation in local organizations	Documentation of all BC community members' involvement in meetings, events, or workshops hosted by local organizations.
	Conduct student and staff surveys.

Technological Environment

The technological environment experienced by both students and employees at Bakersfield College encompasses a wide range of tools and systems used for instruction, accessing college-related information, student support services, and academic support, as well as the technology necessary for employees to fulfill their duties. This includes technologies that support teaching, assess student learning, provide student services, manage district budgets, and maintain system operations.

Bakersfield College has identified **four objectives** to implement and maintain technology that promotes student success and enhances the overall student experience while ensuring the accuracy of information and student privacy.

Additionally, the institution endeavors to adopt technological strategies that enable employees to work effectively and efficiently, maintain proper information security, and support process improvements through innovations like AI automation and enhanced classroom technologies.

Objective 1: Leverage technology to improve student success and support

To leverage technology to improve student success and support, the college plans to establish guidelines and ethical codes regarding the use of AI in courses and increase AI-based student support services.

In addition to forming an interdisciplinary group, including student representatives, to discuss AI, evaluate capabilities, and reach a consensus on guiding principle, the college will assess the effectiveness of AI-based tools by evaluating tool analytics and persistence.

Strategy	Metrics
Establish guidelines and ethical codes regarding the use of AI in courses	Form an interdisciplinary group, including student representatives, to discuss the issues, evaluate capabilities, and reach a consensus on guiding principles.
Increase AI-based student support services	Assess the effectiveness of AI-based tools in terms of course retention and success rates.

Objective 2: Enhance digital infrastructure

To enhance the college's digital infrastructure and better support BC students' needs, the college plans to expand WI-FI access by providing main and satellite locations with high-speed internet access.

Strategy	Metrics
Expand WI-FI access	Evaluate current Wi-Fi coverage and identify dead zones. Develop digital and physical maps indicating Wi-Fi coverage areas, including expanded zones. Establish guidelines for prioritizing educational use and managing high-traffic periods.
Enhance digital accessibility in alignment with the Accessibility Capability Maturity Model (ACMM)	Increase attendance at accessibility-related events and workshops. Increase number of faculty and staff completing accessibility training.

Objective 3: Streamline the student onboarding process

To streamline the student onboarding process, the college plans to enhance communication and messaging strategies for incoming or new students.

This will be achieved by surveying the current onboarding experience to establish where the process can be improved; persistence.

Strategy	Metrics
Enhanced communication and messaging strategies through CRM	Conduct student onboarding experience survey.

Objective 4: Leverage technology to improve operational efficiency and accountability

To leverage technology to improve operational efficiency and accountability, the college plans to continue to support AI-driven automation for student services by automating multi-approval form processes and identifying and proposing new technologies to enhance operation efficiency for all staff.

This will be achieved by tracking the number of form usages, fully operationalizing student and other student service forms in a digital workflow-based format and identifying new technologies to stay up to date with a changing digital landscape.

Strategy	Metrics
Continue supporting AI-driven automation for student services	Document number of form usages and implement fully operationalized student and other student services forms in a digital, workflow-based format.
	Assess impact after implementation.
	Identified and implemented technologies that support auto awarding of certificates and degrees.
	Opt-out feature implemented in the Update Form.
	Updated Program Pathways Mapper (PPM).

Physical Environment

The physical environment at Bakersfield College includes spaces where both students and employees learn, gather, and connect. The institution strives to create and maintain environments that foster student success, encourage collegial collaboration, and cultivate a sense of belonging for students.

Similarly, Bakersfield College seeks to develop physical spaces for employees that promote well-being, encourage collaboration, and enhance productivity.

Bakersfield College has identified **five objectives** for creating a supportive atmosphere that benefits the entire community.

Objective 1: Enhance student support infrastructure

To enhance student support infrastructure, the college plans on developing a one-stop, centralized hub for student services, identifying funding opportunities, expanding parking capacity, and improving outdated academic and student services facilities.

This will be achieved by relocating all student services to the same building; identifying funding opportunities to help the campus and community secure additional resources to sustain the college's ongoing work; creating overflow parking lots with shuttle services; conducting site analyses and selection reports; establishing a funding plan; renovating existing facilities (STEM, healthcare, and CTE, Center for Student Success); and building a Hospitality and Culinary building in Arvin.

Strategy	Metrics
Develop a one-stop, centralized hub for student services	All student services are centrally located for ease of access to students.
Identify funding opportunities	Increase number of donors, gift dollar amounts, and number of grants.
Expand parking capacity	Conduct site analysis and selection report. Develop funding plan.
Improve outdated academic and student services facilities	Conduct site analysis and selection report. Develop funding plan.

Objective 2: Improve transportation experience

To improve the college's student transportation experience, the college plans to increase transportation access and mobility.

This will be achieved by collaborating with Student Life to establish a transportation assistance program and initiating discussions with transit companies to align transportation scheduled for class times and expand bus schedules accordingly.

Strategy	Metrics
Increase transportation access and mobility	Budget, partnership, number of students using emergency ride. Transit alignment proposal, MOU, Updated transit schedules.

Objective 3: Increase campus accessibility

To increase accessibility for students, the college plans to establish a wayfinding plan by developing a BC Map App that tracks users' locations, highlights services and offices, and provides directions; creating a physical location guiding map and updating signage as part of new construction and refurbishment efforts.

Strategy	Metrics
Establish a wayfinding plan	Contract the development of a mobile map app or build an app in-house.
	Update campus signage and improve Braille signage.

Objective 4: Enhance student engagement

To enhance student engagement on campus, the college plans to create dedicated social and study spaces within academic departments and refresh campus appearance with aspirational visuals.

This will be achieved by mounting images, banners, and other visual success media across campus, along with multi-modal media pieces in the community.

Strategy	Metrics
Create dedicated social and study spaces within academic departments.	Student surveys to gather feedback on the accessibility and usefulness of the spaces.
Refresh campus appearance	Incorporate images, banners, and other visual media across campus.

Objective 5: Improve physical environment

To improve the physical environment for employees, the college plans to identify an employee community space.

This will be achieved by conducting staff surveys and establishing a space for employees to gather for breaks.

Strategy	Metrics
Identify the employee community space	Conduct a staff survey and establish a space for employees to gather for breaks.

Ensuring Accountability: Monitoring and Evaluation Framework

To ensure the successful implementation of the five-year strategic plan and maintain accountability, the College's Strategic Plan clearly identifies key stakeholders and lead scorers. During the planning phase, stakeholders contributed valuable insights and feedback to align the plan with their ongoing and future activities. They continue to support implementation by mobilizing resources and coordinating efforts within their teams. Throughout the plan's implementation, stakeholders track progress and communicate both achievements and challenges to college leadership.

Each year, the College assesses progress toward each goal and its associated strategies. Every strategy includes specific actions or steps that support its implementation. These actions serve as dynamic elements of the process, allowing stakeholders to continuously monitor progress, evaluate effectiveness, and identify gaps, successes, challenges, and opportunities for improvement. Ongoing assessment allows for timely adjustments to tactics as needed.

Lead scorers, typically chosen from among the key stakeholders, are responsible for evaluating progress and performance throughout the strategic plan's implementation. These individuals collect and analyze data using the following scorecard system:

Green: Strategy completed

Yellow: Work in progress

Red: Work not yet begun

For strategies rated yellow or red, lead scorers must explain the delay or lack of progress and provide a detailed action plan to support completion.

At the end of each academic year, the College Council will review the progress of all strategies and their associated metrics as outlined in the Strategic Plan. A scorecard summarizing this annual progress will be published on the Bakersfield College website.
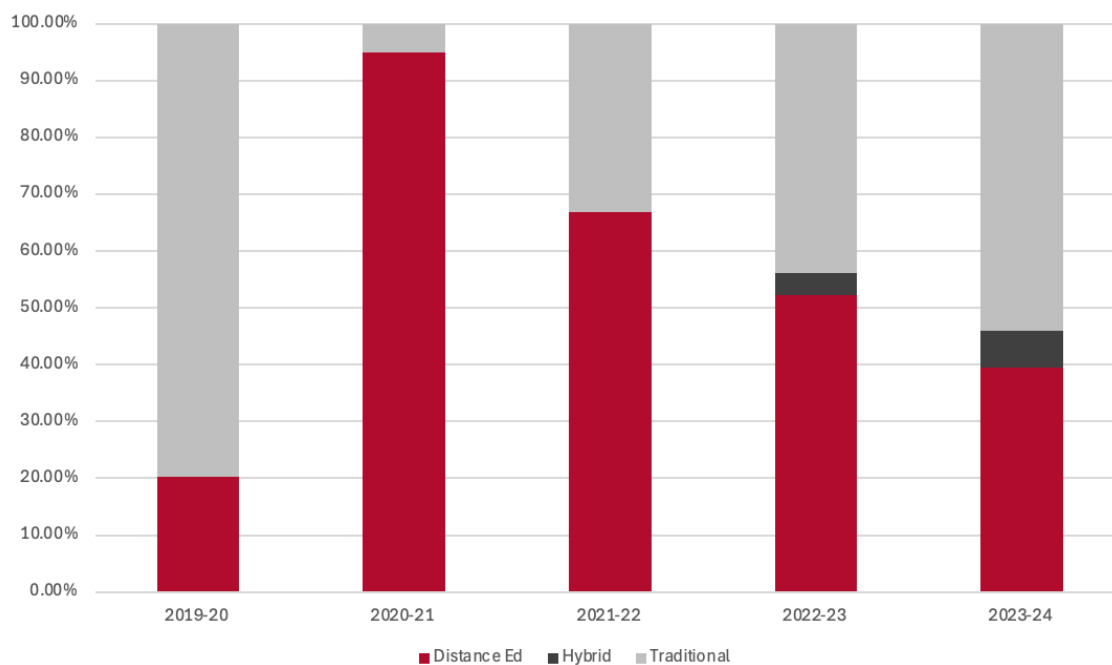
Appendix A: Student Trends and Metrics

Headcount, course enrollment, and FTES
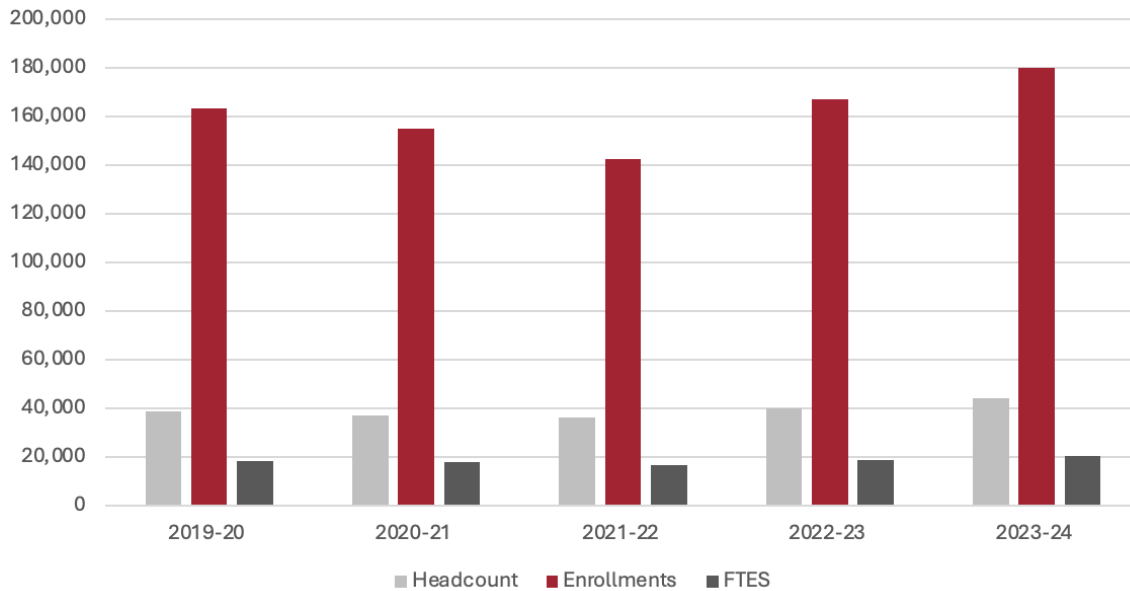
Sources: KCCD Program Review Unduplicated Headcount Dashboard.
KCCD Program Review Course Enrollments and FTES Dashboard (as of 5/7/2025)
Note: Students with a fraud hold were excluded.

Method of Course Instruction

Source: KCCD Program Review Course Enrollments and FTES Dashboard (as of 5/10/2025)
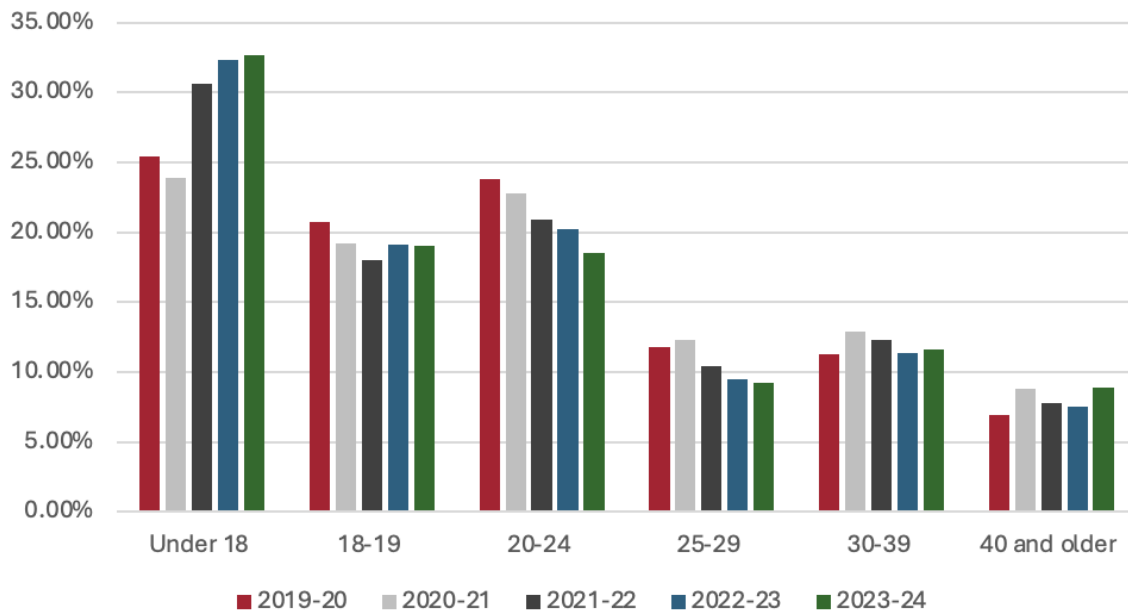*Note: Students with a fraud hold were excluded.*

Total Enrollments by Campus

	2019-20	2020-21	2021-22	2022-23	2023-24
Total	163,047	154,906	142,188	166,817	179,966
Apprenticeship Classes	0.6%	0.6%	0.4%	0.3%	0.4%
Arvin-Lamont	1.0%		0.7%	0.8%	0.7%
Bakersfield Area	7.8%	0.5%	4.1%	4.5%	6.8%
Delano - Off Campus	5.2%	3.2%	5.2%	6.1%	5.1%
Delano College Center	4.6%		1.4%	1.9%	2.9%
Delano Weekend Classes	0.0%			0.0%	0.0%
Hybrid	2.2%	4.7%	7.8%	5.0%	
Learning Communities			0.0%		
Main Campus	49.2%	10.9%	25.8%	26.2%	33.4%
McFarland	0.9%	0.1%	0.6%	0.5%	0.6%
Northwest Extension	1.4%	1.8%	1.4%	1.5%	1.4%
Online	18.0%	77.1%	49.8%	46.1%	39.5%
Shafter	0.8%	0.1%	0.4%	0.5%	0.7%
Southwest	5.0%		0.6%	4.1%	5.9%
Tehachapi Area			0.0%	0.0%	
Wasco	1.5%	0.4%	0.7%	1.1%	1.1%
Weekend Classes	0.5%	0.2%	0.2%	0.3%	0.6%
Weill Institute	0.8%	0.1%	0.5%	0.4%	0.6%
Westec	0.5%	0.4%	0.4%	0.6%	0.3%

Source: KCCD Program Review Enrollments and FTES Dashboard (as of 5/15/2025)
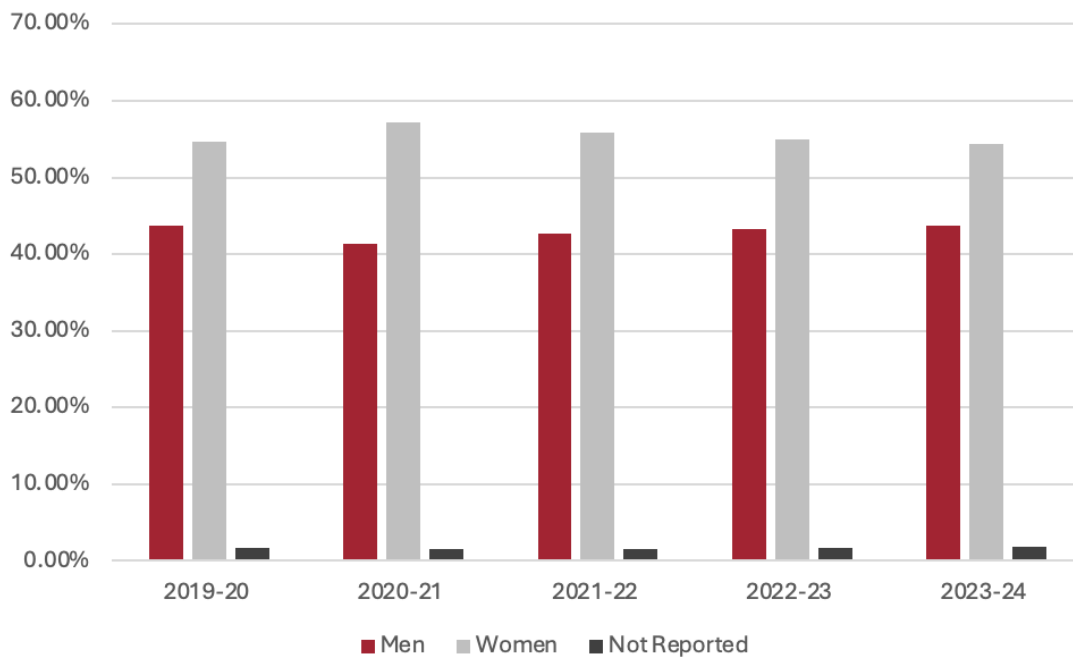*Note: Students with a fraud hold were excluded.*

Age

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025)
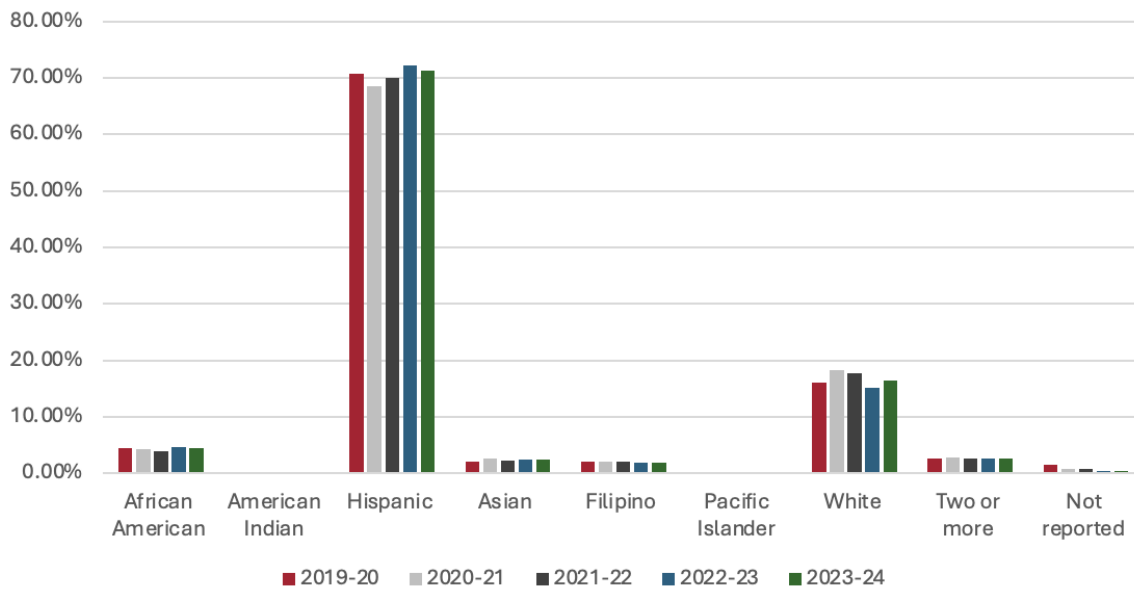Note: Students with a fraud hold were excluded.

Gender

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025)
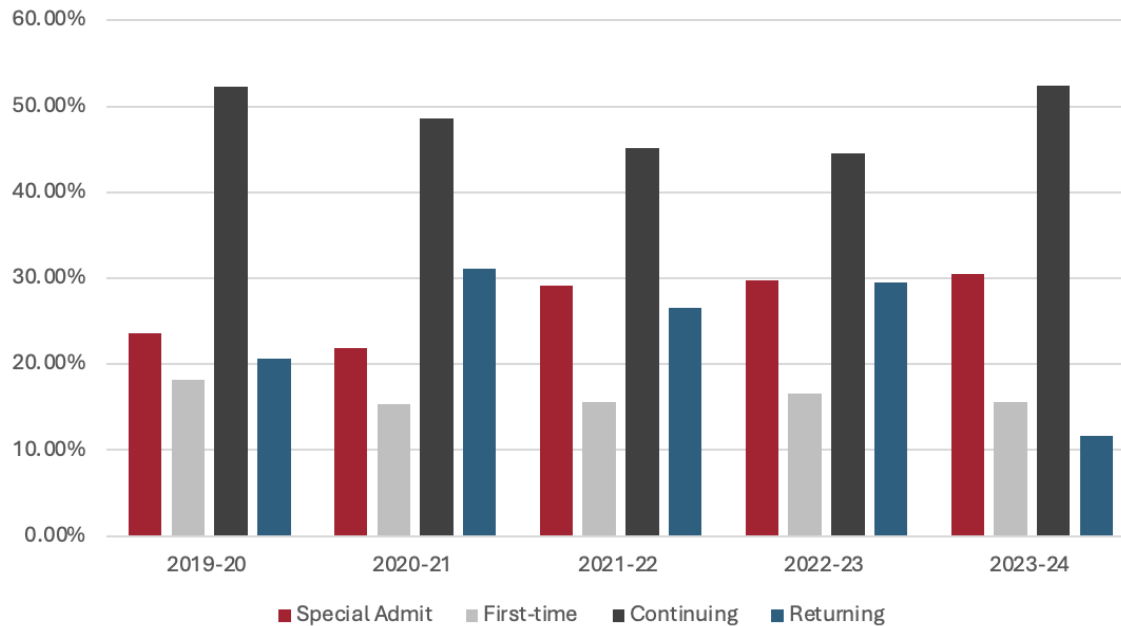Note: Students with a fraud hold were excluded.

Ethnicity

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025)
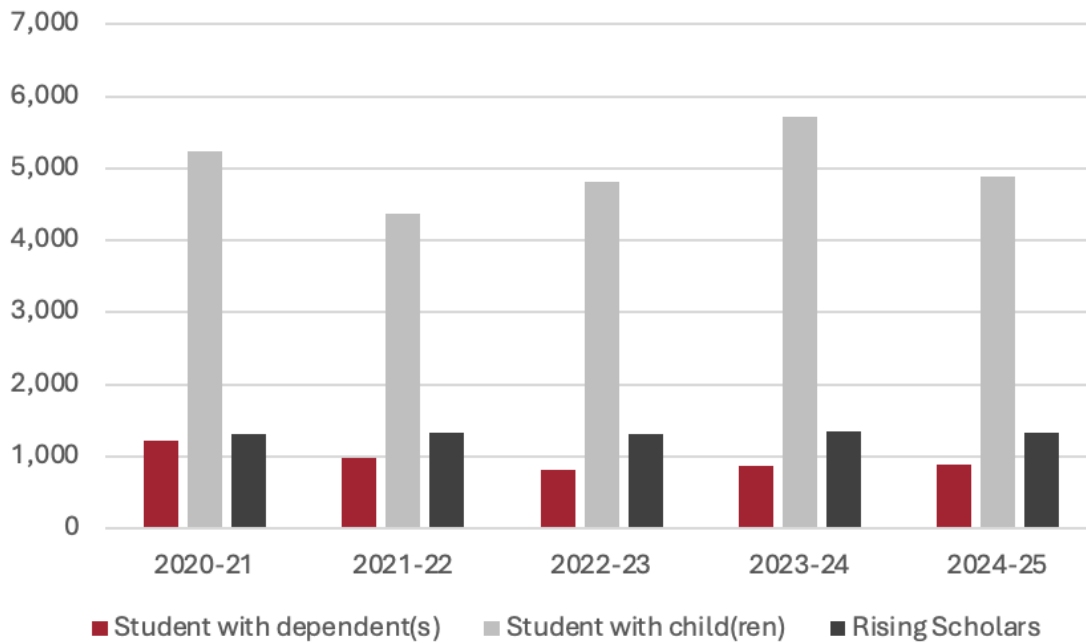Note: Students with a fraud hold were excluded.
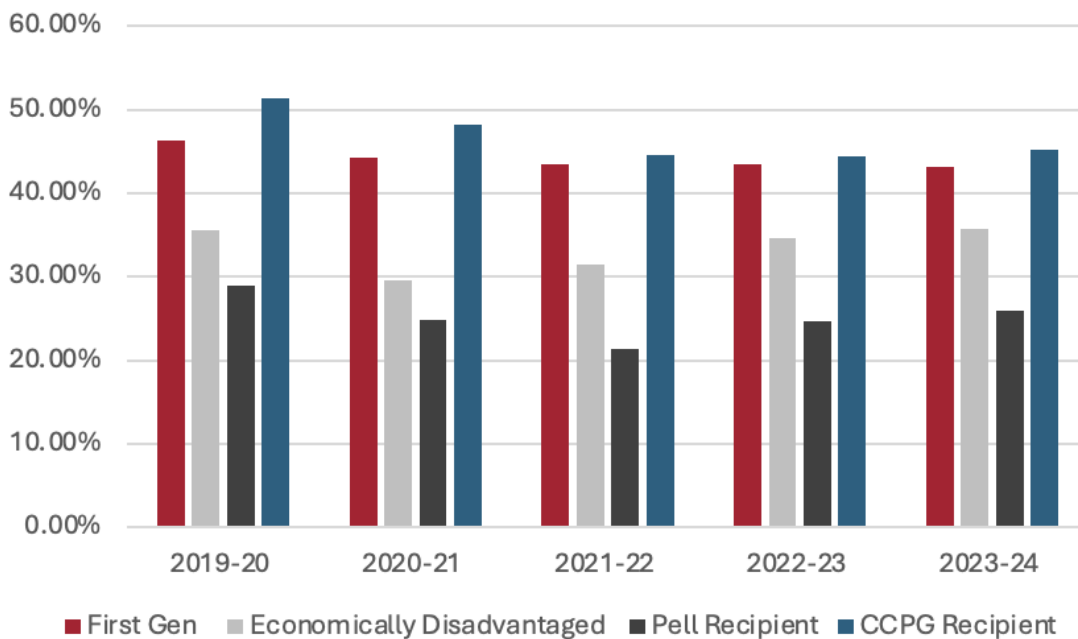
Student Type (selected)

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025).

Non-Traditional Students

Source: ODS Data Warehouse (retrieved on 5/4/2025).

Socioeconomic Status

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025)
Note: Students with a fraud hold were excluded.

Headcount by Selected Campus
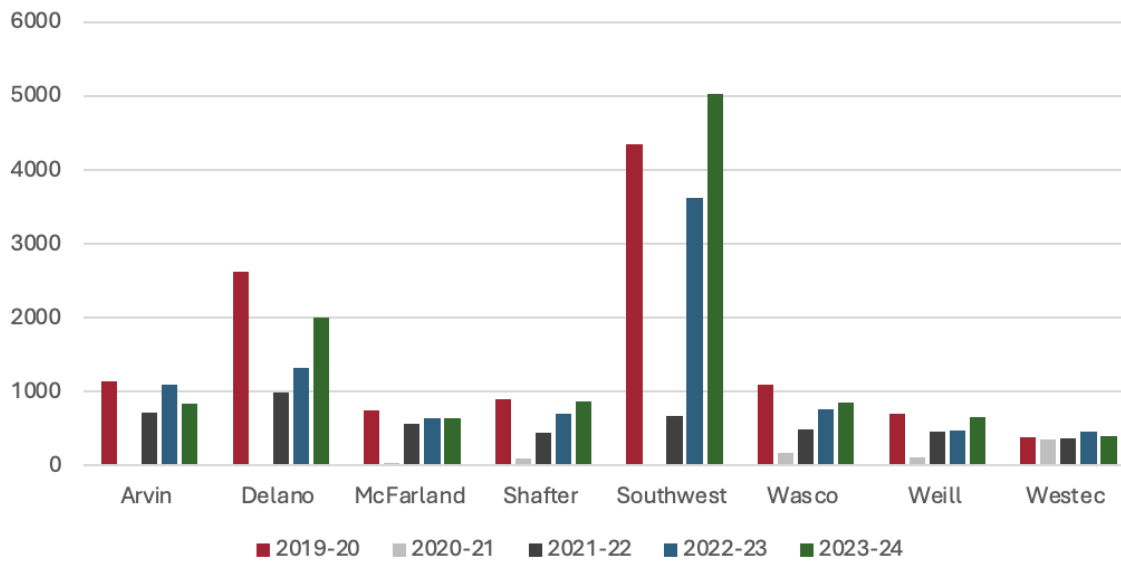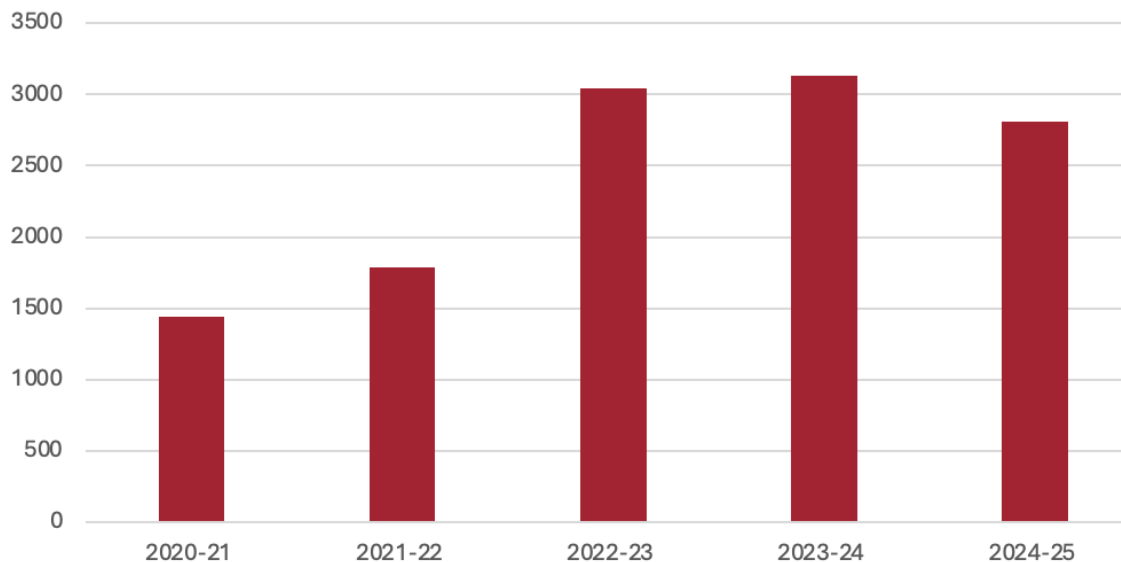

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/6/2025)
Note: Students with a fraud hold were excluded. Since some students change their status within the year, they may be counted in more than one category.

Bridge Participants

Source: ODS Data Warehouse (retrieved on 5/4/2025).

Headcount by Learning and Career Pathways

	2019-20	2020-21	2021-22	2022-23	2023-24
Total	38646	37100	36268	39992	44117
Agriculture, Nutrition & Culinary	6.4%	6.0%	5.9%	5.5%	5.5%
Arts, Communication & Humanities	12.1%	11.7%	11.4%	11.7%	11.8%
Business	11.9%	10.6%	12.1%	12.7%	11.3%
Education	7.5%	7.3%	6.6%	6.6%	6.5%
Health Sciences	17.3%	18%	17.5%	16.9%	16.4%
ITT	6.1%	5.5%	6.1%	6.7%	6.9%
Personal Career Exploration	3.5%	4.8%	6.6%	9.0%	9.9%
Public Safety Training	10.2%	10.1%	10.2%	9.9%	9.3%
Social and Behavioral Science	10.2%	11.2%	11.2%	11.2%	12.0%
STEM	10.7%	10.9%	11.3%	10.9%	10.5%
PC-Pathway	1.4%	1.8%	1.8%	1.6%	1.2%
No Pathway	6.9%	7.0%	4.3%	3.5%	3.2%

Source: KCCD Program Review Unduplicated Headcount Dashboard (as of 5/7/2025).

Program Awards
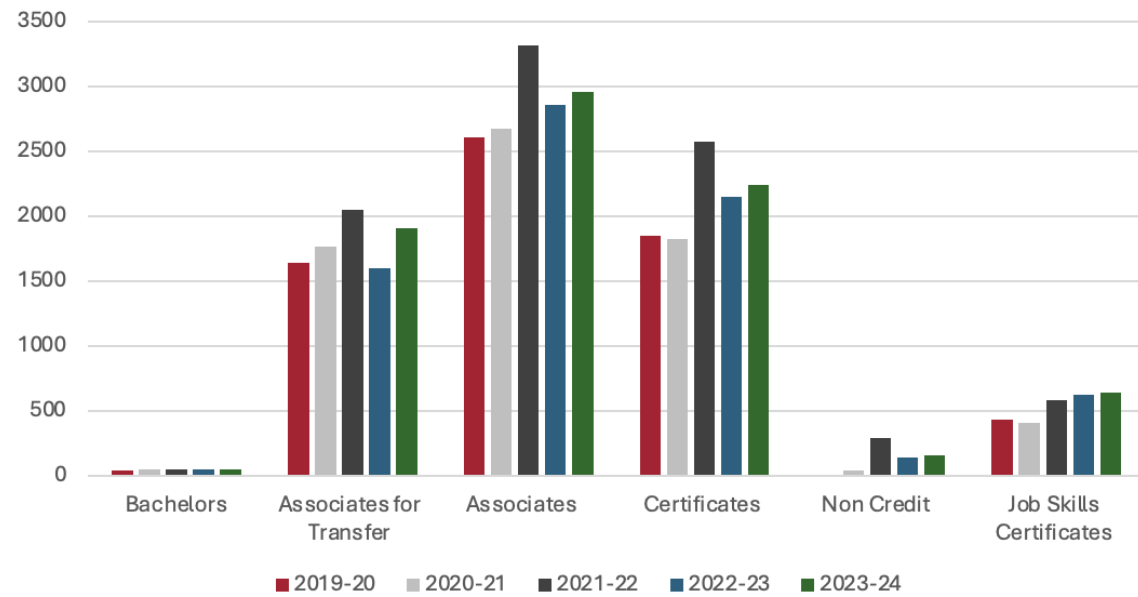
Source: KCCD Program Review Program Award Dashboard (as of 5/6/2025).

Transfer by Institution Type
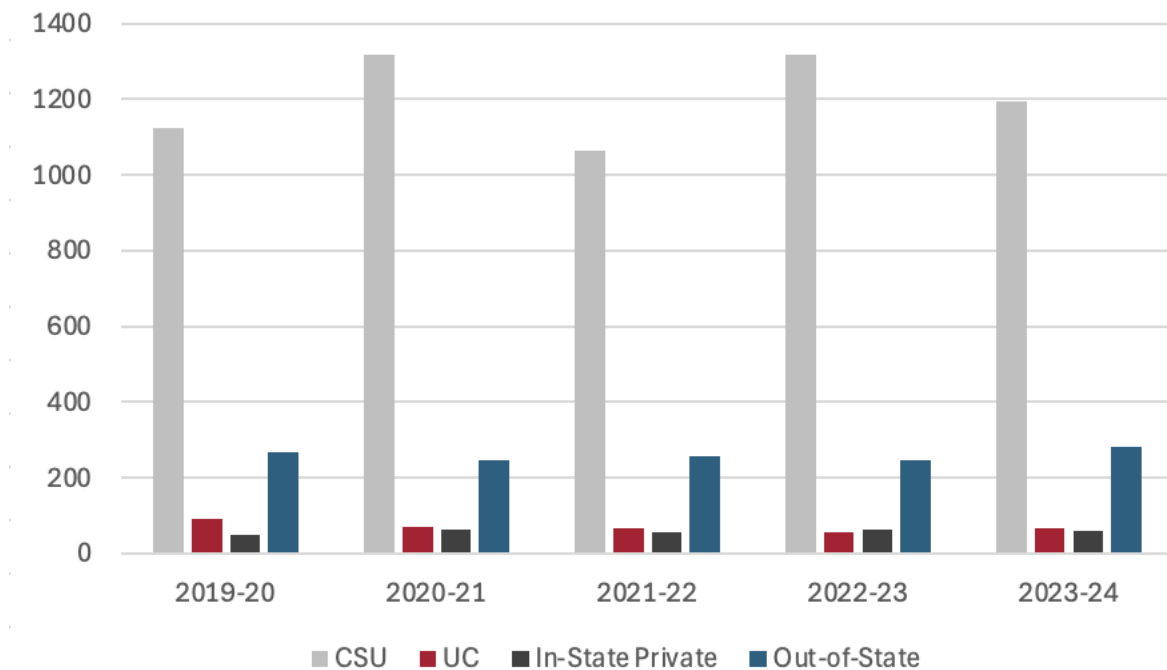
Sources: CSU, UC, and MIS data mart, KCCD Transfer Dashboard (as of 5/7/2025).

Labor Market Performance
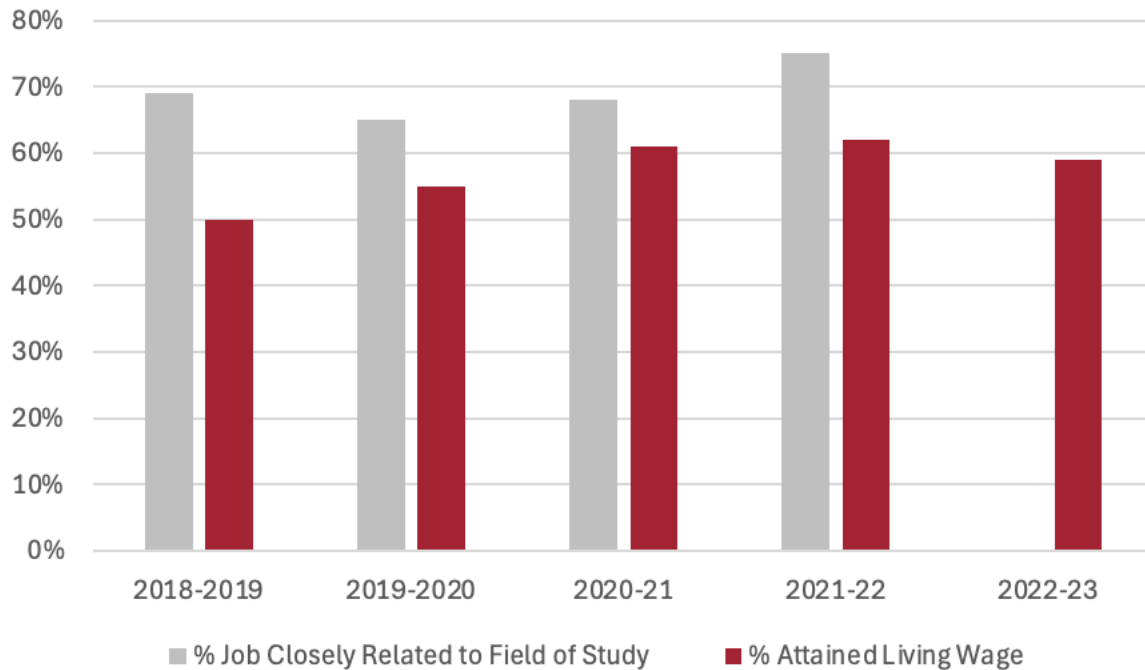
Source: Chancellor's Office MIS, Employment Development Unemployment Insurance Dataset, National Student Clearinghouse, CSU/UC Cohort Match, Insight Center for Community Economic Development, Living Wage Table https://datavista.cccco.edu/data_views/single_metric_nsa (5/7/2025).
Note: All Non-Special Admit Students in CTE.

Appendix B: Objective and Strategy Details

Cultural Environment

Objective 1: Ensure every CTE program prepares students for livable-wage employment

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Grow Credit for Prior Learning (CPL) & Mapping Articulated Pathways (MAP)	Grow CPL and embed into campus culture and processes Streamline student facing processes Train faculty and staff about MAP processes. Work with Admissions and Records on transcription processes of courses articulated through MAP.	Increase the number of courses with articulation agreements. Increase the number of courses that are articulated through the MAP platform.	Academic Programs & Workforce Alignment	CPL Workgroup	Admin lead for CPL Workgroup
Establish Competency-Based Education (CBE)	Expand CBE opportunities across curriculum with a focus on CTE, self-paced, individualized instruction through assessment and contextualized content.	Implement CBE for Culinary Arts associate's degree.	Academic Programs & Workforce Alignment	CBE Implementation team	Admin Lead for CBE
Expand Experiential Learning	Expand experiential learning opportunities, such as internships, apprenticeships, externships, or research projects.	Increase number of Internships, apprenticeships, externships, and research projects.	Academic Programs & Workforce Alignment	Dean, CTE	Dean, CTE
Workforce-oriented	Design and implement degree and certificate programs aligned with	Implement development/revision of academic programs, including	Academic Programs &	Dean, CTE Dean, STEM	Dean, CTE

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
academic programming	emerging fields and industry trends. Use LMI data to ensure students complete programs that lead to a living wage. Leverage our BS Research laboratory Technology program to create graduate health career pathways to promote locally grown doctors, dentists, veterinarians, pharmacists, etc. An upper-division food science option for work in local food manufacturing	degrees, certificates, and courses. Increase number of students entering health-related graduate programs after completing the BS degree. Increase number of career exploration workshops or speaker series hosted annually. % attained living wage; job similarity rate.	Workforce Alignment	Dean, Nursing/Health Science Dean, Agriculture, Nutrition & Culinary	
Develop Micro-Credentials	A foundation for a certified Medical Lab Technician (MLT) AS program with Dean Nursing/Health Science Create a forensics upper-division course to support the Police Science BS degree, if approved.	Conduct labor market and employer needs analysis and develop list of micro-credentials aligned with key industries. Develop an upper-division forensics course. Document number of program awards earned in emerging disciplines.	Academic Programs & Workforce Alignment	Dean, CTE OIE	Dean, CTE

Objective 2: Enhance student learning through flexible, personalized learning options

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Expand short-term classes	Expand short-term classes, such as 8-week classes, weekend classes, and evening options to increase flexibility for students	Improve course retention and success rates in 8-week courses Increase number of distinct courses offered in the 8-week format	Student Success and Support Services	VPI	VPI
Facilitate hybrid or online learning options	Enhanced hybrid or online learning experience	Improve online retention and success rates; increase number of online degrees/certificates.	Academic Programs & Workforce Alignment	Dean, Academic Technology; VPI	Dir. Academic Technology
Faculty training focused on online instruction and effective delivery of short-term courses	Accessible and timely video training; Professionally developed training modules, Slide decks, downloadable handouts.	Increase in course retention and success rates for classes taught by faculty who participated in the training.	Academic Programs & Workforce Alignment	Dean, Academic Technology; VPI	Dir. Academic Technology
Expand math options	The Math department is discussing more options for co-req support, K-16 math faculty collaboration, and uses across K-14 for the new Aleks online program. We also need reading and math help for students specifically designed for 1st semester science courses.	Develop new or revised co-requisite math courses designed to support gateway math classes. Document initial data and feedback from a pilot run of new co-req math courses. Partner with local high schools to support intersegmental collaboration.	Academic Programs & Workforce Alignment	Dean, STEM	Dean, STEM

Objective 3: Enhance the Bakersfield College student experience

Strategy	Details	Metrics	Strategic Foresight	Key Stakeholders	Lead Scorer
Build upon Guided Pathways framework and completion teams	Assess and adapt case management practices; implement proactive advising and targeted interventions to meet student needs both academically and personally. Leverage data for proactive support Increase number of students receiving counseling and advising	Increase percentage of students who complete 15+ units in their first term. Increase percentage of students who complete 30+ units in their first year. Increase completion of transfer-level English and Math in their first year. Increase percentage of students with student education plans	Student Success and Support Services	Guided Pathways Strategies Team Students of Concern Team	Guided Pathways Strategies Team Admin Chair
Strengthen students' sense of belonging through co-curricular activities	Enhance visibility and marketing to increase in the number of students participating in events and activities. Increase cultural and heritage programming for students of all backgrounds. Increase career-readiness activities, experiential learning activities, research opportunities, and internships on campus.	Student engagement surveys: sense of belonging, student satisfaction with campus engagement and student support services, and student participation in co-curricular programs and campus events.	Student Success and Support Services	VPSS, Dean of Students, Director of Campus Engagement and Leadership, Director of Student Employment, Director of Student Equity & Achievement Programs	Dean of Students

Objective 4: Increase access to medical assistance and mental health support

Strategy	Details	Metrics	Strategic Foresight	Key Stakeholders	Lead Scorer
Conduct a survey to assess needs for medical assistance and mental health support	Conduct a survey to identify underserved student populations and key service gaps.	Report on the survey results.	Student Success and Support Services	Dean of Students, Director of Student Health & Wellness Center, Dean of Nursing, OIE	Dean of Students
Expand in-person and virtual mental health counselling services	Expand both in-person and virtual counseling services, including telehealth partnerships, peer support models, and mental health workshops.	Increase number of students reporting access to mental health resources using virtual/in-person counseling.	Student Success and Support Services	Dean of Students, Director of Student Health & Wellness Center	Dean of Students
Launch an outreach campaign	Launch a culturally responsive, multilingual awareness campaign with peer ambassadors to reduce stigma and increase medical assistance and mental health support services usage.	Increase medical assistance and mental health support services outreach engagement. Document the number of students self-reporting, and faculty/staff SOC referrals.	Student Success and Support Services	Dean of Students, Director of Student Health & Wellness Center, Program Manager for Mental Health Wellness, Students of Concern Team, Starfish Faculty Lead	Dean of Students

Objective 5: Expand holistic student support services

Strategy	Details	Metrics	Strategic Foresight	Key Stakeholders	Lead Scorer
Improve access to and information for Basic Needs Program	Scale the Renegade Nexus and embed Basic Needs navigation in high-impact touchpoints. Expand satellite access. Pantry coordinators. Integrated referrals: embed basic needs check-ins in counseling, financial aid and academic advising to normalize referrals	Document number of students served by the Basic Needs program.	Student Success and Support Services	Dean of Students, Basic Needs Program Manager, Starfish Faculty Lead	Dean of Students
Expand student support services provided in rural areas, such as farm workers initiatives	Partner with local community organizations, schools, libraries, or job sites for on-site services; Expand access to remote and hybrid academic advising, tutoring, and counseling services	Increase number of student enrollments in rural areas.	Student Success and Support Services	VPSS, VPI, Director of Rural Initiatives/Adult Education	Dir. Rural Initiatives/Adult Ed.
Expand childcare services	Increase staff Establish partnerships with nearby childcare facilities to better support campus needs. Extend the operating hours of the childcare center; launch a pilot to offer evening childcare services.	Increase number of CDC employees. Increase number of students utilizing childcare services at the CDC. Conduct a student survey to assess the need for evening childcare.	Student Success and Support Services	Dean, FACE; CDC Director	Dir. CDC

Strategy	Details	Metrics	Strategic Foresight	Key Stakeholders	Lead Scorer
	Adjust teacher salaries comparable to other institutions.				
	Update the contract with CA Dept of Education (CADE) to offer afterschool care.	Updated contract with CADE.			
Extend operational hours for student services	Extend the operating hours for student services to better accommodate the varied schedules of adult learners.	Implementation of extended work hours in student services.	Student Success and Support Services	VPSS	VPSS
Expand common hour scheduling	Assess "Institutional Common Hour" structure as a means to better accommodate extra-curricular activities and strengthen the sense of community.	Assess effectiveness of current model in STEM pathway. Consider and implement expansion as appropriate.	Student Success and Support Services	Dean, STEM; Office of Instructional Operation, Dean of Students, Director of Campus Engagement and Leadership, Community and College Events Manager	VPI
Expand access to personalized, college-level academic preparedness	Expand just-in-time personalized help, college-level academic preparedness.	Increase course retention and success rates, persistence rates, and graduation rates.	Student Success and Support Services	Dean, Education; Dean, STEM; Director Tutoring Centers	Dean, EDUC

Objective 6: Strengthen financial access

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Increase FAFSA/CADAA applications	Offer drop-in FAFSA help sessions in financial aid offices. Use data for targeted interventions.	Increase percentage of students who submitted FAFSA/CADAA applications. Conduct student surveys. Increase awarding of PELL grants.	Student Success and Support Services	Financial Aid Director, VPSS	Financial Aid Director
Increase scholarship opportunities	Simplify the application process. Offer workshops and one-on-one support for scholarship applications.	Increase number of students applying for scholarships. Increase number of students awarded scholarships.	Student Success and Support Services	Foundation	Exec. Dir. Foundation

Objective 7: Strengthen academic access and success

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Expand Bridge to BC	Make brand more understandable/visible to community and Bridge program as part of a new student orientation experience	Increase adult learner participation in Bridge.	Student Success and Support Services	Bridge to BC Director, VPSS, Dean of Student Success and Counseling, Director of Outreach	Dean, EDUC
Leverage academic support services	Leverage early alert system. Collect and analyze student feedback to improve support services and address emerging needs. Monitor the effectiveness of support services by tracking student outcomes and adjusting tactics accordingly.	Increase percentage of students who complete 15+ units in their first term. Increase percentage of students who complete 30+ units in their first year. Increase completion of transfer-level English and Math in their first year. Increase percentage of students receiving tutoring services.	Student Success and Support Services	VPSS, Student Success Technology, Dean of Student Success and Counseling, Director of Tutoring Center	VPSS
Expand pathways for student success in K-12	Increase early college academic pathways offerings at service area HS and HS throughout CA Partner with local high schools to design	Increase partnerships with high schools. Increase number of dual enrollment and concurrent students.	Student Success and Support Services; Equity, Access, and Community Engagement	VPSS, Director, Outreach; Early College	Director, Outreach

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
	pathways that respond to economic needs. Increase support services for dual enrollment students to align with course offerings				
Increase OER/ZTC courses	Offer faculty training to transition from paid course materials to OER/ZTC. Offer technical support to faculty for the adaptation and implementation of OER/ZTC courses	Increase number of OER/ZTC sections/enrollments.	Student Success and Support Services	OER Workgroup Bookstore committee	VPI

Objective 8: Increase Bachelor's degree attainment

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Increase partnership with universities	Co-share academic programs and services to promote transfer and matriculation. Institute lower-division course offerings at the partnering university on-site or through cross-enrollment programs. Establish MOUs with partnering universities.	Increase transfer volume and transfer rates. Increase number of ADT awards. Increase number of cross or concurrent enrollment options with partnering universities. Increase number of partnering universities. Increase of established MOU agreements.	Academic Programs & Workforce Alignment	Director of Transfer Pathways	Director of Transfer Pathways
Develop Workforce-aligned Baccalaureate Programs	Establish an application process for Baccalaureate Programs	Develop new baccalaureate programs to meet local workforce needs.	Academic Programs & Workforce Alignment	VPI	VPI
Explore placement of baccalaureate programs at new locations	Conduct needs assessment and labor market analysis. Engage stakeholders and build partnership	Findings from the needs assessment, labor market study, program viability evaluation, and competitive analysis. Engagement plan, Community feedback report	Equity, Access, and Community Engagement	VPI	VPI

Objective 9: Continue to support college mission and goals through community engagement and industry partnership

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Broaden the BC Foundation's presence	Broaden the BC Foundation's presence to increase its impact across fundraising, community engagement, and strategic partnerships.	Increase number of donors. Increase dollar value of gifts. Increase number of donations to BC Foundation.	Equity, Access, and Community Engagement	Foundation	Exec. Dir. Foundation
Subject Matter CTE expert (faculty)	Designate a subject matter CTE expert (faculty member) that can foster connections within the identified workforce development areas	Number of academic/workforce programs benefiting from partnerships. Document number of partnership events hosted or attended by CTE faculty/Dean.	Academic Programs & Workforce Alignment	Dean, CTE	Dean, CTE

Objective 10: Expand professional development opportunities for all employees

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Ongoing, year-round professional development opportunities	Build and maintain a centralized hub for professional development/tech resources, including AI, accessibility, OER for employees to easily access.	Frequency of Professional Dev/training opportunities offered per term.	Equity, Access, and Community Engagement	PDC; OER Workgroup	Dir. Acad. Tech/PD
	Create a "learning community" to meet and discuss topics related to accessibility, OER, leadership, etc. "Brown Bag" lunch meetings. Faculty clubs.	Creation, attendance, participation	Infrastructure & College Expansion	PDC	
	Establish a Professional Development Workgroup for classified professionals	Formation of a Professional Development workgroup for classified professionals.	Equity, Access, and Community Engagement	CSEA, PDC	
	Increase professional development committee scholarship; Offer PD grants in advance to cover expenses related to conferences, events, travel, rather than post-event reimbursement. Employees with shared interests can apply for conference funding as a group to attend together. BC will have a presence at key conferences to support professional development and institutional visibility.	Increased Professional Development budget, Usage of funds; Number of conferences attended.	Equity, Access, and Community Engagement	VPI	

Objective 11: Facilitate culture focusing on employee well-being

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Launch wellness workshop series	Launch a series of wellness workshops focused on mindfulness, self-care, time management, etc.	Launch workshop series; document attendance.	Student Success and Support Services	PDC, Director PD & Acad. Tech; Dean, Acad. Tech.	Dir. Acad. Tech/PD
Leverage KCCD wellness survey and focus group studies to improve employee wellbeing	Review the KCCD Wellness Survey results to identify strategies for enhancing employee wellbeing and overall experience at BC.	Use survey data to develop a list of actionable strategies tailored to enhance employee wellbeing.		BC HR Director, Director of Health Center and Wellness	Dir. Acad. Tech/PD

Objective 12: Streamline and standardize institutional communication

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Standardize messaging, protocols and guidelines	Standardize messaging through an established "Stylebook"; Establish college professional standards and protocols on writing through email, SMS, website, and social media, etc.	Develop communication standards and campus-wide communication plan. Utilize institutional CRM with academic pathway-based communications plan to engage prospective students.	Infrastructure & College Expansion	Marketing	Exec. Dir. Marketing

Objective 13: Strengthen civic engagement and BC's community leadership

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Public forums, cultural events, and civic initiatives at BC campuses	Host public forums, cultural events, and civic initiatives at BC campuses to foster stronger ties with the community	Increase number of local boards, chambers, economic development councils, public forums, cultural events, and civic initiatives on BC campuses.	Equity, Access, and Community Engagement	Foundation, VPSS, Marketing, Director of Campus Engagement and Leadership, Student Government	Exec. Dir. Marketing
	Embed BC employees in local boards, chambers, and economic development council	Increase and document BC involvement in boards, councils, meetings, events, or workshops hosted by the local organizations.		Educational Administrators Council (EAC), VPI	
Encourage BC community participation in local organizations	Encourage BC community members to get involved in local boards, chambers, and economic development council	Documentation of all BC community members' involvement in meetings, events, or workshops hosted by the local organizations; Conduct student and staff surveys	Equity, Access, and Community Engagement	BC OIE, KCCD IRR, AIQ	BC Leadership, BC OIE

Technological Environment

Objective 1: Leverage technology to improve student success and support

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Establish guidelines and ethical codes regarding the use of AI in courses	Establish clear guidelines and ethical codes governing the scale and use of AI in courses	Form an interdisciplinary group, including student representatives, to discuss the issue, evaluate capabilities, and reach a consensus on guiding principles.	Equity, Access, and Community Engagement	Dean, Academic Technology, Dean of Students	Academic Senate
Increase AI-based student support services	Expand AI-based just-in-time personalized help, tutoring, and adaptive learning tools Integrate AI driven Technology into student services & tutoring to optimize student services and support compliance with state mandates—such as AB 928 and transfer-related goals—by facilitating proactive, consistent communication with students through the CRM. Expired or expiring education plans trigger mandatory counseling engagement through a dedicated interface (Starfish)	Assess the effectiveness of AI-based tools in terms of course retention and success rates.	Student Success and Support Services	Dean, Academic Technology Student Success Technology; AB 928 Taskforce; Dean of Counseling Dean of Counseling	VPSS

Objective 2: Enhance digital infrastructure

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Expand WI-FI access	Provide main/satellite locations with high-speed internet access	Evaluate current Wi-Fi coverage and identify dead zones. Develop digital and physical maps indicating Wi-Fi coverage areas, including expanded zones. Establish guidelines for prioritizing educational use and managing high-traffic periods.	Infrastructure & College Expansion	Director of Technology Support Services (TSS)	Director of TSS
Enhance digital accessibility in alignment with the Accessibility Capability Maturity Model (ACMM)	Provide continual accessibility training for the college community.	Increase attendance at accessibility-related events and workshops. Increase number of faculty and staff completing accessibility training.	Equity, Access, and Community Engagement	Dir. Acad. Tech/PD, PDC, DSPS Lead Accessibility Dean of Instruction	Lead Accessibility Dean of Instruction

Objective 3: Streamline the student onboarding process

Strategy	Details	Metrics	Strategic Foresight	Key Stakeholders	Lead Scorer
Enhanced communication and messaging strategies	Enhance communication and messaging strategies for incoming or new students to the college through the CRM.	Conduct student onboarding experience survey.	Student Success and Support Services	Student Success Technology; VPSS	Dean of Enrollment Services

Objective 4: Leverage technology to improve operational efficiency and accountability

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Continue supporting AI-driven automation for student services	Automate multi-approval form processes	Document number of form usages and implement fully operationalized student and other student services forms in a digital, workflow-based format.	Equity, Access, and Community Engagement	Admissions & Records; Office of Financial Aid	Dean of Enrollment Services
	Invest in data analytics and scheduling software.	Assess impact after implementation.	Student Success and Support Services	VPI, Office of Instructional Operations	Program Director of Instructional Operations
	Identify and implement technologies with degree audit features that support auto awarding of certificates and degrees.	Identified and implemented technologies that support the auto awarding of degrees and certificates		VPSS, Dean of Enrollment Services, Student Success Technology	Dean of Enrollment Services
	Create an opt-out feature in the Update Form for	Opt-out feature implemented in the Update Form			

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
	automatic awarding of degree/certificate				
	Add a disclaimer about authorized use of personal information			PPM, Transfer Pathways, Student Success Technology, Dean, CTE, Dean of Enrollment Services	Dean of Enrollment Services
	Expand responsive visual roadmaps with career and transfer milestones.	Updated Program Pathways Mapper (PPM)			
	Identify and propose new technologies to enhance operational efficiency for all staff	Identification of new technologies	Infrastructure & College Expansion	VPFAS; Director of TSS	Director of TSS

Physical Environment

Objective 1: Enhance student support infrastructure

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Develop a one-stop, centralized hub for student services	Develop a one-stop, centralized shop for student services, within close proximity (one physical building), with academic supports.	All student services are centrally located for ease of access to students.	Student Success and Support Services	VPSS, VPFAS, VPI, Deans	VPSS

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Identify funding opportunities	Identify funding opportunities to help campuses and communities secure additional resources to sustain our ongoing work.	Increase number of donors, gift dollar amounts, and number of grants.	Infrastructure and College Expansion	Foundation	Exec. Dir. Foundation
Expand parking capacity	Overflow parking lots with shuttle services.	Conduct site analysis and selection report. Develop funding plan.	Infrastructure and College Expansion	VPFAS, M&O, College Safety	VPFAS
Improve outdated academic and student services facilities	Renovate existing facilities- STEM, healthcare, and CTE, Center for Student Success. Build a Hospitality and Culinary building in Arvin.	Conduct site analysis and selection report. Develop funding plan.	Infrastructure and College Expansion	VPFAS, VPSS, VPI, M&O	Exec. Dir. M&O

Objective 2: Improve transportation experience

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Increase transportation access and mobility	Collaborate with Student Life to establish a transportation assistance program, including community and business partnerships with services like Uber or Lyft and the creation of an emergency transportation fund to provide free or subsidized rides for students in need	Budget, partnership, number of students using emergency ride	Equity, Access, and Community Engagement	VPSS, VPFAS, Dean of Students, Director of Campus Engagement and	Dean of Students

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
	Initiate discussions with transit companies to align transportation schedules for class times.	Transit alignment proposal, MOU, Updated transit schedules		Leadership, Program Manager for Basic Needs	

Objective 3: Increase campus accessibility

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Establish a wayfinding plan	Develop a BC Map App that tracks users' locations, highlights services and offices, and provide directions	Contract the development of a mobile map app or build an app in-house.	Equity, Access, and Community Engagement	Marketing, Office of Disabled Student Programs and Services (DSPS)	Exec. Dir. Marketing
	Update signage and improve Braille signage as part of new construction and refurbishment efforts	Updated campus signage	Infrastructure & Expansion	M&O, VPFAS	VPFAS

Objective 4: Enhance student engagement

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Create dedicated social and study spaces within academic departments.	Establish social and study spaces within academic departments to encourage student engagement, foster inclusion, and promote connections among peers within the same field of study.	Survey data	Infrastructure & Expansion	VPFAS, VPI, M&O	VPI
Refresh campus appearance	Update/enhance physical appearance of the campus with aspirational images of possibilities; morals of students' achievements, students transferring, and other	Incorporate images, banners, and other visual media across campus.	Infrastructure & Expansion	M&O, Marketing, Dean of Students, Student Government	Exec. Dir. M&O

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
	""future"" visuals to envision student goals				

Objective 5: Improve physical environment

Strategy	Details	Metrics	Strategic Foresight	Stakeholders	Lead Scorer
Identify the employee community space	Arrange a space for employees to gather, take breaks, eat lunch that is available during all work hours.	Conduct staff survey and establish a space for employees to gather for breaks.	Infrastructure & Expansion	M&O, Community and College Events Manager	VPFAS

Appendix C: The Future of Learning, The Future of Kern: BC 2035

The Future of Learning, The Future of Kern: Bakersfield College 2035

March 2035

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The Future of Learning, The Future of Kern: Bakersfield College 2035

Executive Summary

Bakersfield College (BC) is on the path to bold transformation, positioning itself as a regional and national leader in workforce-aligned, technology-enhanced, and student-centered education. By 2035, BC will serve a dramatically expanded student body across multiple campuses and learning hubs, integrating modern infrastructure, innovative teaching methods, and comprehensive student support systems.

As Kern County's economy evolves, BC will remain at the forefront of workforce development, ensuring that its academic programs align with emerging industries such as renewable energy, cybersecurity, sustainable agriculture, and smart infrastructure. Institutional collaboration will expand dual enrollment opportunities and create seamless pathways for students to gain the skills and credentials needed in high-demand fields. Advanced technologies, including artificial intelligence (AI) and virtual reality (VR), will enhance learning while preserving the hands-on, human-centered instruction that defines BC's educational experience.

Equity and access will guide every initiative, ensuring that BC's diverse student population thrives academically and professionally. Expanded student support services, proactive advising, and increased financial aid opportunities will remove barriers to success. BC's commitment to economic mobility will be reinforced through industry partnerships, paid apprenticeships, and innovative career pathways that position students for lifelong success.

This 2035 vision document serves as both a high-level roadmap and a call to action—outlining how academic programs, technology integration, campus expansion, and community engagement will converge to make BC a model institution for the future. College leadership, faculty, staff, and students are called upon to embrace this vision and work collaboratively to bring it to life.

By doing so, Bakersfield College will not just adapt to the future of education—it will define it, ensuring that every student has the opportunity to thrive in an ever-changing world.

Introduction

The purpose of this Vision document is to guide Bakersfield College's leadership and stakeholders in strategic planning for the next decade. It is both aspirational and grounded – informed by institutional research, student and employee perspectives, and regional demographic forecasts.

Kern County is entering a period of significant change. According to the Kern Council of Governments (COG), the county's population will continue to grow, surpassing one million residents by 2035 at roughly one percent annual growth, while its age profile will shift as the

overall population gets older. Yet, Kern County still has more youth and young adults than the state average, which means BC will remain central in educating recent high school graduates and dual-enrolled students, even as it expands services for adult learners.

These demographic and economic shifts – including the rise of new industries and technologies – demand a clear vision to ensure BC continues to excel in its mission of accessible, quality education. This document will articulate a comprehensive vision of what Bakersfield College should look like in 2035. It integrates insights from data (enrollment trends, workforce projections) with the hopes and concerns voiced by students, faculty, and staff. The goal is to create an actionable blueprint that inspires excitement for BC's future while remaining realistic about challenges and opportunities.

College leaders can use this vision as a touchstone for decision-making, ensuring short-term plans align with long-term goals. Likewise, faculty, classified employees, and students will see how their roles contribute to a larger picture of BC's growth. By charting a shared course toward 2035, BC can coordinate efforts across the institution and mobilize resources effectively, making its evolution a deliberate and inclusive process.

Institutional Vision for 2035

Bakersfield College stands as a model community college of the future—one of the largest in California, with a far-reaching presence that extends well beyond its original campus.

Enrollment has expanded exponentially. BC is projected to serve over 50,000 unduplicated students and 200,000 enrollments annually, through a combination of traditional college students and high school dual-enrollment learners. Dual-enrolled high school students will comprise over 40 percent of BC's student population by 2035, thanks to strong partnerships with K-12 districts that allow students to start college early.

To accommodate this growth, BC operates multiple sites and learning hubs across Kern County. Students can take classes at the historic main campus or at new satellite centers in outlying communities such as Delano in the rural north, Arvin in the rural south, and fast-growing areas like Tejon and Frazier Park in the southernmost part of the California Valley. Wherever students live, BC's educational opportunities are accessible—whether in person or online.

Academically, Bakersfield College in 2035 is dynamic and workforce-aligned. The college offers a breadth of programs that mirror Kern County's economic transformation, from renewable energy technology to advanced manufacturing, healthcare, sustainable agriculture, and cybersecurity. Instruction is delivered through innovative formats that blend the best of tradition and technology.

BC has become a leader in hybrid and digital learning, leveraging AI-driven instruction, immersive VR training, and flexible course models to ensure education is accessible to all students—wherever they are. Classrooms are equipped with smart technology and simulation

tools, yet still buzz with the active engagement of faculty and students tackling projects face-to-face. BC has retained its human touch even as it has become more high-tech. Students describe a supportive, inclusive atmosphere on campus, with vibrant social spaces, clubs, and events that make BC feel like a true community.

Faculty and staff reflect the diversity of the student body, fostering an environment where all students—whether age 17 or 70, whether first-generation or returning for retraining—feel they belong. By 2035, Bakersfield College is not just an educational institution; it is a community cornerstone and an engine of equity and economic mobility in Kern County.

BC exemplifies how a college can grow and innovate while staying true to its core mission of empowering students. This vision of BC in 2035 is bold, but with careful planning and collective commitment, it is entirely within reach. Now is the time to take bold steps, invest in our students, and build the future of education in Kern County.

Key Areas of Transformation

To achieve its 2035 vision, Bakersfield College will focus on several key areas of transformation. These areas represent the pillars of change that will drive BC's evolution over the next decade. Each area is informed by current trends and stakeholder input, forming an integrated strategy for institutional growth. Technology is a key enabler of BC's 2035 vision, but the college is committed to integrating emerging tools thoughtfully and responsibly.

Academic Programs & Workforce Alignment

Bakersfield College's academic portfolio will be fully aligned with shifting workforce needs to ensure graduates are job-ready and future-ready. The curriculum will be updated regularly to respond to industry trends, particularly in renewable energy, automation, AI-driven industries, sustainable agriculture, and cybersecurity. Traditional departments have evolved into interdisciplinary learning and career pathways that blend classic fields with emerging disciplines, such as:

- The Industrial Technology pathway now includes engineering and sustainable infrastructure to reflect the region's focus on clean energy and modern transportation.
- Public Safety programs now incorporate cyber defense and emergency management.
- Agriculture and Modern Energy Programs emphasize sustainable and regenerative food and energy systems that leverage land resources in a dual use model.

These changes maintain continuity for existing programs while integrating new areas of industry relevance. Institutional Collaboration in Higher Education promotes dual enrollment in two colleges to increase and diversify students' skill sets and obtain subject expertise not available at BC or in the region. Institutional Collaboration increases students' competitiveness for employment

and transfer. Institutionally, it is beneficial for resource and cost sharing as well as professional development.

Experiential learning opportunities are a cornerstone of BC's academic approach in 2035. BC will also experience an increase in externships, further strengthening career preparation for students. Every program, whether technical or transfer-oriented, incorporates hands-on learning through internships, apprenticeships, externships, research projects, or industry partnerships.

- Faculty have built strong relationships with local employers and community organizations to create direct pipelines from college to career.
- Career Technical Education (CTE) offerings have expanded to include high-demand trades and emerging technologies, directly shaped by industry leaders to meet urgent workforce shortages. BC's CTE programs now fast-track students into well-paying, in-demand careers by aligning training with real-time labor market needs—ensuring graduates are job-ready, credentialed, and immediately employable in fields facing critical workforce gaps.
- Transfer programs have been strengthened to ensure students have clear pathways to local four-year institutions—now evolving into a bold new model where BC partners with universities to offer seamless "Degree+ Pathways," allowing students to stack credentials, earn dual-enrollment graduate credits, and access hybrid master's-level coursework directly at BC sites. These alliances ensure that students can move beyond a traditional four-year degree, unlocking accelerated, industry-aligned opportunities in high-demand fields without leaving their home campus.
- AI is widely used across campus for tutoring, grading support, and personalized learning pathways. Automated systems provide instant feedback to students, track academic progress, and recommend tailored study plans.
- VR and augmented reality have transformed hands-on training in fields such as healthcare, engineering, and agriculture. Nursing students use VR simulations to practice clinical procedures, while agriculture students analyze AI-generated data alongside traditional fieldwork.
- Hybrid and online learning options have expanded to meet the needs of students who cannot attend classes in person. BC's hybrid model offers a balance between in-person and remote learning, ensuring accessibility without sacrificing engagement. Faculty have been extensively trained in digital instruction, and professional development programs continue to evolve as technology advances.
- Smart classrooms incorporate interactive displays, voice recognition tools, and real-time digital collaboration platforms.

Students benefit from a curriculum that is both rigorous and practical. Nursing students practice with the latest telehealth technologies, business students intern at startups, and engineering students contribute to renewable energy projects. These experiences ensure BC graduates enter the workforce with both knowledge and confidence.

To remain adaptable to economic changes, BC has expanded its credential offerings by 2035.

- In addition to traditional associate degrees, select bachelor's degree programs are available in applied fields such as Industrial Automation, Nursing, Healthcare

Technology & Telemedicine, Police Science/Community Policing, Community Resilience & Social Innovation, AgriTech, Agrivoltiacs, & Renewable Land Management, and Smart Infrastructure & Sustainable Construction.

- Short-term certificate programs, bootcamps, and apprenticeship programs provide students with fast-tracked career training.

Workforce data and student feedback are regularly analyzed to ensure BC's offerings remain relevant, forward-looking, and accessible to a broad population.

Student Success & Support Services

Bakersfield College provides a holistic network of support to ensure every student can succeed, regardless of background or life circumstances. Over the next decade, BC has expanded and integrated its student support services, making them more proactive, personalized, and easy to navigate.

- A recurring theme in student feedback was the need for a more streamlined approach to student services. In response, BC has established centralized one-stop student hubs, both physical and virtual, where students can access academic advising, career counseling, tutoring, financial aid assistance, and technical support.
- AI-assisted automation has optimized administrative processes, handling routine services such as enrollment assistance and financial aid inquiries through AI-powered chatbots available 24/7.
- A seamless, AI-driven "Walk & Talk" advising system will allow students to instantly access academic, financial, and career guidance through advanced mobile devices, providing real-time, voice-activated support as they navigate campus—while also integrating a grab-and-go cafeteria menu with optional delivery to student common areas, encouraging students to socialize with peers by scheduling meetups over meals (e.g., *"Meet at the Veteran's Center after our 9 o'clock class—burger and fries for me, chicken strips and iced tea for you!"*), fostering a stronger sense of community and connection on campus.
- These hubs use technology to coordinate services so that students no longer need to visit multiple offices to get the help they need.
- Real-time, technology-enhanced tutoring and learning support system proactively identifies students struggling with coursework by detecting red flags in performance, engagement, and progress. Intrusive support teams—including smart tutoring assistants, live academic coaches, and peer mentors—are immediately deployed to provide personalized interventions, just-in-time tutoring, and structured learning reinforcement before students fall behind.

Financial support has been a major focus of BC's transformation. Recognizing that affordability is a critical factor in student success, the college has increased scholarship opportunities, expanded work-study and paid internships, and advocated for low or no-cost education options.

- Many students now attend BC tuition-free through state programs or the Kern Promise.
- More courses have transitioned to free or open educational resources to eliminate the financial burden of textbooks and publishers have become service providers (paid for by the college) that provide real-time reference and program resources from content experts worldwide.
- The college has strengthened assistance for students facing food or housing insecurity, ensuring that basic needs are met through on-campus food pantries, emergency grants, and affordable meal plans.

Mental health and wellness services are now more a part of our college culture, accepted, and accessible than ever before.

- Students have access to on-campus mental health counselors, virtual therapy or telehealth options, peer support groups, and wellness workshops.
- Every student is assigned a mental health counselor as part of their support network to normalize mental health care, increase access, and proactively support students. This will aid in retention, academic success, and reduce self-destructive behaviors.
- Faculty and staff work closely with mental health professionals to identify at-risk students early and connect them with the resources they need.

Support programs for non-traditional students have expanded significantly.

- BC now offers an on-campus childcare center, newly established adult care facilities for aging parents, and family care assistance programs to support student parents and students with parents in need.
- BC now offers on-campus family care at multiple sites to support student parents and caregivers.
- Scheduling flexibility has been prioritized, with evening and weekend classes, hybrid learning options, and multi-year and year-round scheduling available.

The student support ecosystem in 2035 is proactive, personalized, and equitable.

- Every student is assigned a success team consisting of advisors or mentors who follow their progress and provide guidance.
- BC uses data analytics to identify students at risk of falling behind and intervenes with tutoring or financial counseling.
- Mentorship networks connect Black students with Black faculty mentors, with similar programs for Latinx, Asian American, and veteran students.
- Mentorship networks connect students with like-minded peers or affinity groups, including LGBTQ+ students and career pathways such as Agriculture.

These comprehensive initiatives have transformed student success rates, helping more students achieve their educational and professional goals.

Infrastructure & Campus Expansion

Bakersfield College will undergo significant infrastructure expansion by 2035 to accommodate its growing student population and evolving educational model.

- Plans include new buildings, renovated facilities, and additional satellite locations to serve underserved communities, with a strategic focus on partnering with local cities and counties to align with their growth initiatives. By integrating BC's expansion with municipal and regional development plans, the college will leverage existing and future community facilities—embedding educational hubs within civic centers, libraries, and innovation districts. This approach ensures BC grows alongside the communities it serves, providing accessible, workforce-aligned education in high-impact locations.
- One of the most significant transformations is the introduction of student housing. BC has constructed modern residence halls near campus to provide affordable housing for students who would otherwise struggle with long commutes.
- The main campus has been extensively upgraded with new academic buildings and state-of-the-art labs. Programs in STEM, healthcare, and technical education have been prioritized for expansion. Other improvements include more dining options, extended library hours, and increased parking availability.

The Delano Center has grown into a major academic and workforce training hub, serving as a key access point for higher education, career pathways, and economic development in Northern Kern County. By 2035, it will be fully integrated into Bakersfield College's regional strategy, offering expanded facilities, cutting-edge programs, and comprehensive student services that reflect the needs of Delano, McFarland, Wasco, Shafter, Arvin/Lamont, Earlimart, and surrounding communities.

- BC is aggressively expanding workforce training programs in Delano, ensuring that students in Northern Kern have direct access to high-demand careers in agrivoltaics, renewable energy, healthcare, logistics, and public safety. Programs in agricultural technology, solar-integrated farming, smart infrastructure, and supply chain management will equip students with industry-driven skills and direct pathways to employment. Healthcare and emergency response training will also play a critical role, strengthening the local workforce in medical fields, public safety, and disaster management.
- As population growth accelerates in Northern Kern, Delano's expansion will go beyond classrooms and isolated buildings—it will evolve into a thriving, fully developed educational hub that provides a complete college experience. This means dedicated student spaces, robust support services, and a structured identity that reflects the needs and aspirations of the community.
- Delano's future is about strategic investment in academic excellence, career education, and a built environment that mirrors the ambitions of the students and industries it serves. This growth will ensure that Delano is more than just a satellite location—it is an integral and dynamic center of higher learning that feels like a true college community.

Transportation solutions have been a priority as BC has expanded its footprint.

- The college has partnered with local transit agencies to improve bus routes and create campus shuttle services.
- Efforts have been made to expand carpooling programs and provide incentives for sustainable transportation.
- Transportation services will expand to increase routes and extend hours and days of operation. (Current agreements prevent students from taking specific courses due to transit limitations.)

Through these improvements, BC will be well-positioned to serve a much larger and more diverse student population. The college's investments in infrastructure, technology, and workforce alignment will ensure that students have access to high-quality education and career pathways, no matter where they are located.

Equity, Access, and Community Engagement

At the heart of Bakersfield College's 2035 vision is an unwavering commitment to equity, access, and community engagement. As BC's student demographics shift and Kern County's population grows, the college is proactively adapting to ensure that every student finds an inclusive, empowering learning environment.

By 2035, BC will have strengthened its identity as a Hispanic-Serving Institution (HSI) while expanding its commitment to serving all students equitably. The goal is to create an "everyone-serving institution", where students from all backgrounds have the resources, support, and opportunities they need to succeed academically and professionally.

Addressing Demographic Changes and Expanding Support

According to the latest 2023-24 KCCD/BC enrollment data, Hispanic/Latino students now represent 72percent of BC's total unduplicated headcount—an annual 10-15percent increase over 2019-2024, excluding the 2020 COVID year. This trend is expected to continue, with projections indicating that by 2035, Hispanic/Latino students will make up nearly 80percent of BC's enrollment. This shift highlights the increasing need for a deeper understanding of Spanish-speaking populations, the development of accessible programs and services for Spanish-speaking-only students, and a strategic focus on educational pathways that align with the interests and needs of Spanish-speaking communities.

To support this shift, BC is implementing targeted initiatives to enhance student access, academic success, and community engagement:

- Expanding bilingual services, offering college-level courses in Spanish, and developing culturally relevant curricula that reflect the backgrounds and experiences of Spanish-speaking and bilingual students.

- Ensuring that key materials, student services, and outreach efforts are fully accessible in both English and Spanish, with seamless translation options, including video interpreting (VI) services, to promote learning across multiple languages.
- Actively securing grants and funding through its Hispanic-Serving Institution (HSI) designation to develop programs that support first-generation student success, learning communities, and career pathways.

These efforts aim to ensure that all students, regardless of language background, have equitable access to the resources and opportunities needed to succeed at BC.

Closing Equity Gaps and Expanding Career Access

- Targeted support programs for underrepresented groups:
  - African American students (~5percent of enrollment) will have expanded support and mentorship programs aimed at improving retention and career placement.
  - Internship partnerships with local Black-owned businesses will provide direct career opportunities for Black students.
  - BC will continue its outreach to American Indian communities, ensuring students have access to scholarships and tribal education partnerships.
  - Asian American and Filipino students will have dedicated cultural student clubs and STEM-focused outreach initiatives.
- Geographic and economic equity will be a top priority as BC continues to expand access to rural and remote areas through:
  - An established Kern smart learning grid that has technology-integrated, adaptive network of learning centers and hubs in Bakersfield SW, Delano, Arvin, McFarland, Wasco, and Shafter.
  - Investment in technology infrastructure, including Wi-Fi hotspot lending programs and ensuring all learning centers have high-speed internet access.
  - BC currently offers a Wi-Fi hotspot lending program. To further support students, BC will offer subsidized home internet services to ensure that caregivers, dual-enrolled students, and those in rural areas have reliable access – this includes access to super-high-speed satellite wireless internet through major more advanced services.
  - Strengthening non-traditional learning pathways, such as:
    - BC is pioneering a breakthrough model to overcome the isolation of prisons and jails, using advanced technology to break down barriers and expand educational access for incarcerated students. By leveraging secure digital learning platforms, AI-enhanced tutoring, and real-time academic support systems, BC is designing solutions that work within the constraints of correctional facilities—navigating security concerns while ensuring students inside have the same opportunities to develop skills, earn degrees, and prepare for reentry. Through strategic partnerships with corrections officials, policymakers, and reentry programs, BC is redefining prison education, proving that learning doesn't stop at walls, blocks, or barriers—it thrives beyond them.
    - Adult education partnerships offering GED preparation, English language training, and job-skills development have evolved to meet the

modern needs of adult learners by integrating flexible, technology-enhanced solutions. BC leverages AI-powered translation tools, speech-to-text applications, and adaptive learning platforms to break down language barriers and personalize instruction for non-traditional students. Evening, weekend, and hybrid learning options ensure accessibility for working adults, while wraparound support services—including career coaching, digital literacy training, and mobile-friendly learning resources—help bridge the gap between education and workforce readiness. This future-focused approach transforms adult education into a seamless, tech-supported journey toward economic mobility and lifelong learning.

Community Engagement and Economic Development

BC will drive regional economic development by actively shaping workforce pipelines, embedding its academic programs within emerging industries, and forging high-impact partnerships that translate directly into job opportunities for graduates.

In 2035, BC will be a leading force in:

- Kern County's economic development initiatives, ensuring graduates secure high-road jobs in renewable energy, healthcare, and logistics by aligning curricula with real-time industry demands.
- Tackling regional workforce shortages by:
  - Expanding healthcare training programs to produce the next generation of skilled medical professionals, filling critical gaps in hospitals, clinics, and telemedicine.
  - Developing specialized renewable energy workforce training, equipping students with expertise in solar, wind, battery storage, and agrivoltaics, positioning Kern County as a leader in sustainable infrastructure.
- Transforming BC into a dynamic community hub, where students, faculty, and residents engage through public forums, cultural events, and civic initiatives, reinforcing BC's role as a catalyst for regional growth.

To strengthen its impact, BC's president will actively participate in the Board of Governors (BOG), ensuring BC's leadership is at the forefront of state and national education policy, while deans will be embedded in key community action and service organizations, ensuring BC remains deeply connected to economic and civic advancements.

In 2035, A Safe and Inclusive College for All

- BC will be a national model for diversity, inclusion, and accessibility.
- BC will set the national standard for diversity, inclusion, and accessibility, transforming higher education into a model of equity and opportunity.
- Students from all backgrounds—whether from farm-working families in Delano, first-generation households in East Bakersfield, or adults reentering education—will

claim Bakersfield College as their own, empowered by its tailored support systems and innovative learning pathways.

- BC will dismantle systemic barriers, actively expanding access, innovating student services, and forging deeper connections with the communities it serves to ensure that as it grows, it becomes even more equitable, inclusive, and responsive to student needs.
- Bakersfield College is not just an institution—it fuels opportunity, powers economic mobility, and champions a more just and connected future for all students. Students from all backgrounds—whether they are farm-working families in Delano, first-generation students in East Bakersfield, or returning adult learners—will find Bakersfield College to be their college.
- BC will continue to identify and eliminate systemic barriers, ensuring that as it grows larger and more advanced, it also grows more equitable, more accessible, and more connected to the communities it serves.

Bakersfield College in 2035 is more than an educational institution—it is a bridge to opportunity, an engine of economic growth, and a leader in creating a more just and equitable future for all students.

Recommendations for Stakeholders

Achieving the Bakersfield College 2035 Vision requires collective action from all parts of the institution. The following recommendations provide guidance to key stakeholder groups on how to contribute to BC's transformation and ensure the vision is fully realized.

Recommendations for Leadership (President, VPs, Deans, and other Executives)

BC's leadership team must champion the 2035 vision, ensuring strategic execution, institutional sustainability, and continuous innovation that elevates BC's role as a national leader in workforce education, student success, and community engagement.

- Embed the 2035 vision into every facet of BC's strategic planning, including academic program expansion, technology integration, and infrastructure growth. Leadership must prioritize investment in emerging high-demand fields, upgrading technology infrastructure, and enhancing student support services to future-proof the college.
- Dismantle silos and drive innovation by fostering a culture of cross-functional collaboration. Leadership must establish agile, interdisciplinary task forces—such as an AI integration team connecting faculty, IT staff, and student services—to accelerate the adoption of emerging education technologies and policy reforms.
- The leadership team must actively engage classified professionals as key partners in shaping the future of the college. By fostering a culture where classified staff lead their own professional development and provide input on position enhancements, leadership ensures that roles evolve to meet

institutional needs. Investing in their growth, recognizing their expertise, and integrating their insights into decision-making strengthens the entire college, driving innovation, efficiency, and student success.

- Champion equity in every decision, ensuring that funding, policy changes, and resource allocation directly improve access for the most vulnerable students. Leadership should secure ongoing financial support through state and federal funding, grants, and public-private partnerships that sustain affordability and opportunity for underrepresented students.
- Anticipate and scale for historic enrollment growth, with BC projected to exceed 50,000 unduplicated students and 200,000 enrollments by 2035. Leadership must proactively expand facilities, recruit faculty, and strengthen student services to meet demand—while reinforcing dual-enrollment pathways, which will account for over 40 percent of BC's student population.
- Maintain a culture of transparency and accountability by establishing structured check-ins, data-driven assessments, and progress reports that ensure BC stays on course. An annual "State of the College" address, aligned with the 2035 vision, will keep faculty, staff, students, and stakeholders engaged and informed while ensuring leadership remains adaptive and responsive.

In 2035, BC will implement an advanced, fully integrated admissions, records, and grading system that automates administrative workflows, reducing burdens on faculty, admissions, and student services. This next-generation system will use intelligent automation, predictive analytics, and real-time student data tracking to streamline enrollment, financial aid processing, and grading, while offering a seamless, mobile-friendly experience for students and staff. Faculty will spend less time managing records and more time engaging with students, while staff in admissions and records will focus on personalized student support rather than paperwork. This cutting-edge technology will ensure that BC remains agile, efficient, and student-centered in an era of unprecedented growth.

By leading with vision, agility, and accountability, BC's leadership team will cement its reputation as a transformative institution, positioning the college as a statewide and national model for student success, workforce alignment, and community impact.

Faculty in 2035

Faculty members are the architects of BC's learning experience and play a critical role in driving academic excellence, innovation, and student engagement.

- Update curriculum and teaching methods to reflect workforce demands, incorporating emerging fields such as AI, cybersecurity, sustainable agriculture, and smart infrastructure into coursework. Emphasizing hands-on, project-based learning and hybrid course models will better prepare students for the future job market.
- Integrate technology responsibly in the classroom, leveraging AI and VR to enhance learning without replacing faculty mentorship. These tools should be used to provide personalized feedback and create interactive learning environments while ensuring that instruction remains student-centered.

- Engage in continuous professional development focused on emerging education technologies, curriculum innovation, and culturally responsive teaching. As AI and digital platforms become more prominent in education, faculty must remain at the forefront of these advancements while upholding BC's academic integrity.
- Strengthen community and industry partnerships to align programs with workforce needs. Collaborating with local businesses, government agencies, and nonprofit organizations will provide students with internships, research opportunities, and job placement pipelines that ensure real-world learning.
- Prioritize equity and accessibility in teaching practices by adopting inclusive instructional approaches, mentoring students from underrepresented backgrounds, and supporting zero-cost course materials to reduce financial barriers for students.
- Champion interdisciplinary collaboration by working across departments to develop cross-disciplinary courses and programs that reflect real-world problem-solving. Faculty partnerships in agriculture and technology, healthcare and AI, or environmental science and policy will provide students with a well-rounded, future-ready education.
- Lead in policy and curriculum innovation by actively engaging in shared governance to shape academic policies that support student success and faculty growth. By advocating for flexible learning models, academic freedom in emerging fields, and sustainable faculty development initiatives, the Senate will ensure BC remains a leader in higher education.

By embracing these strategies, BC faculty will not only shape the next generation of learners but also position the college as a forward-thinking institution that continuously evolves to meet the needs of students and industries alike.

Students: The Driving Force of BC's Future

Students are not just bystanders in this transformation; they are the engine of change, the innovators, and the leaders shaping their own futures. BC in 2035 is a launchpad, not a waiting room—students must take charge, step up, and seize every opportunity that prepares them for an evolving world.

- Own your education and career trajectory by enrolling in high-growth certificate and degree programs, using cutting-edge AI learning tools, and immersing yourself in VR-enhanced coursework. Push beyond the classroom—secure industry internships, apprenticeships, and real-world projects that give you an edge in a competitive job market.
- Leverage every resource available. Get aggressive about your success—seek out academic support, tutoring, career coaching, mental health care, and financial aid assistance. BC is investing in you, but you have to show up, ask questions, and take control of your future.
- Be the voice that shapes BC's future. Join student government, clubs, and advocacy groups to demand the changes you want to see. Meet with mentors and tell them your needs by making regularly scheduled appointments both virtually and in

person. Whether it's influencing campus policies, building new student-led initiatives, or leading the charge for equity and inclusion, your participation is power.
- Master the tools of tomorrow. AI-driven education, hybrid learning, and digital coursework aren't just trends—they are the new reality. Students who embrace technology, develop critical thinking skills, and stay digitally literate will outpace those who resist change. The future belongs to those who prepare for and demand it.

BC isn't just giving you an education—it's giving you a launchpad. Take action. Take risks. Be relentless in your pursuit of success. This is your time, your opportunity, your moment to lead.

Classified Employees: The Pillars of BC's Future

BC's classified professionals are not just support staff—they are essential leaders who drive the college's daily operations, advance innovation, and ensure that students, faculty, and programs succeed. Every technological advancement, every student service, and every operational system depends on their expertise, adaptability, and dedication.

- Powering the future of BC, classified professionals will lead the implementation of cutting-edge technologies, assisting in the transition to intelligent student services, maintaining AI-enhanced advising systems, VR-equipped classrooms, and next-generation learning platforms. As BC expands its digital infrastructure, classified professionals will be the specialists ensuring that technology enhances—not replaces—the human connection at the heart of education.
- Transforming efficiency and accessibility, classified employees will spearhead efforts to streamline financial aid, admissions, and departmental processes, eliminating outdated inefficiencies and expanding hybrid and online student services. Their work will ensure a seamless, accessible experience for every student, whether online or on campus.
- Creating a unified student experience, classified professionals will shape the consistency of student-centered services across all BC locations, ensuring that students at the Panorama Campus, Delano, Arvin, and satellite centers receive the same high-quality support.
- Driving professional excellence and leadership, classified employees will no longer be on the sidelines of professional development—they will be at the center of it. BC will invest in ongoing training, cross-departmental collaboration, and leadership pathways to elevate their expertise, empower career growth, and integrate them into high-level institutional decision-making.
- Classified professionals must take the lead in their own growth, ensuring their skills evolve alongside the college's needs. By actively shaping professional development opportunities and advising leadership on position descriptions, they can drive meaningful upgrades that reflect their expertise and impact. Their voices are essential in defining the future of their roles, strengthening institutional effectiveness, and reinforcing their value as strategic partners in student success and innovation.

Beyond expanding their roles, BC will also elevate the working conditions of classified professionals with tangible benefits that recognize their contributions. Competitive pay structures will reflect their growing expertise and leadership responsibilities. Flexible work schedules,

family care support, and hybrid work options will ensure a healthy balance between professional and personal life. Classified staff will receive dedicated college time and tuition assistance, allowing them to pursue degrees, certifications, and professional growth opportunities without sacrificing income or stability.

As BC in 2035, classified professionals will be valued, recognized, and invested in at every level—not as support staff, but as essential architects of the student experience and the operational future of the college. This is not just a job—it is a career, a profession, and a vital force behind BC's transformation.

Conclusion

Bakersfield College stands at the threshold of a transformative era. The vision for 2035 is not just about growth—it's about redefining the intersection of education, workforce preparation, and community engagement. This is about shaping the future of Kern County—its industries, families, and workforce.

For more than a century, BC has created pathways to opportunity, ensuring students gain the skills, degrees, and credentials needed for meaningful careers. That mission remains, but the way BC fulfills it must evolve. By 2035, Bakersfield College will be a hub of **innovation, access, and economic mobility**, ensuring that all students—regardless of background—have a pathway to thrive.

Achieving this vision requires bold action, fearless innovation, and unwavering collaboration. These principles will drive BC's transformation:

- **Courage** to challenge outdated educational models, embrace change, and push boundaries.
- **Innovation** to ensure students experience a high-tech, high-touch learning environment that prepares them for the evolving workforce.
- **Collaboration** with students, faculty, industry, and the broader community to make strategic investments and align programs with workforce needs.

This is a call to action—for faculty, staff, leadership, and the community—to make Bakersfield College a national leader in workforce development, digital learning, and student success.

The road ahead will not be without challenges. Funding constraints, shifting workforce demands, and rapid technological advancements will require adaptability and resilience. But for over 110 years, BC has met change with purpose—evolving, innovating, and breaking barriers to meet the needs of a changing world. This time is no different.

Every investment in state-of-the-art facilities, cutting-edge academic programs, and expanded student support services is an investment in Kern County's future. The impact will be seen in fields such as:

- Nursing, where professionals will care for our families,
- Engineering, where innovators will design the next generation of technology,
- Education, where teachers will inspire young minds,
- Entrepreneurship, where visionaries will launch businesses not yet imagined.

In 2035, Bakersfield College will not just be bigger—it will be better. A place where opportunity thrives, where education is truly accessible, and where innovation and tradition converge to create a life-changing student experience.

A decade from now, when a student steps onto a BC campus—or logs in from a virtual classroom—and finds an education that is accessible, cutting-edge, and transformational, we will know this vision was not just imagined, but realized.

BC's evolution will not stop in 2035, but the work we do today will shape its legacy for generations to come. Now is the time to build, innovate, and commit. Bakersfield College's 2035 plan will make it the top choice for students and employees, setting the standard for what community college education should be.