

**Defining Core Public Folder
Submissions as of November 15, 2012**

1.	Courses that lead to a currently offered, up to date certificate or degree.
2.	Faculty, staff, or administrators that contribute to these goals.
3.	Transfer and CTE
4.	<p>CTE (2/3 of our students are taking at least one identified CTE course)</p> <ul style="list-style-type: none"> a) Degrees, Certificates, and Licensure prep at the level required for employment IN AREAS THAT SHOW EMPLOYMENT GROWTH AND DEMAND. b) Specific courses needed for job promotion for existing technical employees c) Academic (Non-CTE) courses directly required for CTE disciplines (degree and transfer) <p>Academic and Basic Skills</p> <ul style="list-style-type: none"> a) Providing academic courses two levels below graduation requirements b) Providing a minimal number of alternatives for each graduation or transfer requirement (e.g. a course offering should not be kept simply because it meets a graduation requirement, if there are numerous other ways of meeting the requirement. c) Providing courses that are equal in units to comparable classes at other California Community Colleges. d) Providing non-CTE courses only in proportion to the number of students who obtain an Associates degree or transfer in that area. (e.g. if there are a number of courses for a certain major that are justified because of students seeking degrees in that area, the actual number of students who successfully gain a degree or transfer should be scrutinized - why maintain a dozen sections of major-specific courses for only a handful of graduates per year. e) Many CTE certificate-seeking students are not prepared academically, but do not matriculate and do not take Academic Development courses. These students need to have access to remediation, along with a campus culture that expects students to do what is needed to be academically prepared. <p>3. Transfer</p> <ul style="list-style-type: none"> a) Programs that are TMC eligible, AND have the sufficient enrollment and occupational prospects to justify the allocation of the needed staffing resources. b) Programs that are STEM (Medical, Engineering/Architecture, Technology, Sciences, Math-related fields, and California workforce development and competitive advantage needs) should have priority over non workforce direct needs.
5.	<p>Core at BC is reflected in student needs--and transfer is only one criteria. Our basic mission is education, and not all students who attend this school graduate here. Many leave after a few classes, which then transfer or do not, to larger schools. Our ideas of how many programs are "underperforming" is skewed because we look at majors in the programs, etc. We need to remember that graduation--and even transfer--is not the end-all of our responsibility to the community. What do our students want? How can we provide it to them? These are our questions, and the answers will change from year to year. We must therefore add flexibility to our list of core qualities, and that means we much keep as many options as possible.</p>

6.	Core should be that which is necessary to transfer: math, science, English, history, etc. Redundant degree programs that are not necessary (the dozens of AA and AS programs) are not core, even though they do meet transfer requirements. We really only need a single general AA and a single AS and maybe a couple of specialty degrees that feature our strengths like an AS in agriculture. No university will care if our students have an AA in history, or an AS in biology or in geology, philosophy, psychology, etc. We should be cutting all those superfluous AA and AS degrees and directing students to one generic path for the AA (without any focus) and another for the AS degree (without any focus). As we cut those extra programs we'll be able to cut the dozens of classes that are only offered to make it possible to reach these unnecessary degrees.
7.	BC is having an identity crisis. After years of doing everything for everybody, we don't have a clue who we are or who we want to be. We need to pick something, and go with it. That's our (new) core. The decision should be made according to local population needs, and what we are equipped to do according to our experience and our facilities. Using quality of past service to determine our future is foolish, and won't result in a cohesive plan but rather several programs with little in common other than the fact that in recent years they had good student success.
8.	So make a decision: Are we a technical school? Gen ed? What does our local economy need? Where do we fit in? Where is Bakersfield headed? Decide, and regroup around that. People will fall by the wayside, but BC will be able to move forward with confidence.
9.	Core means educational opportunities that lead to employment not just general education for transfer
10.	I would define core as academic transfer courses, i.e. math, science, history, English, etc.; and employable programs, i.e. welding, automotive, nursing, radiology, etc. I would not define as core subjects, music and art, theater, athletics, agriculture, ESL, Academic Development, etc. I wholly support the idea of a rounded liberal arts education, but at this time I believe we need to support the hard academic subjects and employable subjects first.
11.	No comment on what is "Core" until we get the "Mission" part right. I see we are mixing up the order of the items within the Mission, especially as of late. Our Mission has always been to provide "basic skills instruction, career and technical education (CTE), and transfer," in that order. Moving "Transfer" to the beginning of the list gives it a skewed level of importance, and transmits the impression that it is our primary goal. IT IS NOT.
12.	To provide training to get jobs immediately after graduation or to transfer to four-year institutions.

13.	<p>Core what? Core essentials, core curriculum, bottom-line essentials,?</p> <p>I think the core essentials are just the bare minimum things to keep a campus from being bankrupt. A cafeteria is not core, A well maintained football field is not core, student activities of any sort are not core. The only thing that is truly core are the bare bones classes that TRANSFER. There should be an extremely limited counseling dept., because the only students we should accept are those that will be transferring. That is CORE. It is not good, or desirable, but it is core.</p> <p>Core curriculum are those classes which are transferrable or which are one level below just to get students up to speed in as quick as time as possible.</p> <p>Bottom Line essentials--no student activities director, no work which does not DIRECTLY move our students to graduation and transfer. No foundation work, no administration which works toward securing grants or P.R. or anything else. Slash it all, until the only people who are here for the next few years are those who directly move the students to graduation and transfer. THAT IS IT</p>
14.	<p>Provide a well-rounded education for our students that challenges them to use the whole brain, not just the cognitive brain. We should provide classes that lead to transfer to a 4-year college/university, that provide skills needed for the work force, and that help to train students to be successful in these classes.</p>
15.	<p>A broad based education that educates the whole person is crucial to the success of our students and to the work force. It is crucial that Bakersfield College not cut those programs that keep students in school each semester. If reading, writing, mathematics, basic skills, and vocational education are all that remain, then most of the classes that keep students enrolled (and that educate the whole person) will be gone. Thus, enrollment will drop and morale will be very low for both students and faculty. Once successful programs are cut, it is very difficult to bring them back.</p>
16.	<p>GE, CTE that leads to employment, transfer for other than electives</p>
17.	<p>Basic skills to 2 levels below transfer</p>
18.	<p>For the love of pete let counselors be counselors instead of idiot drones or clerical staff for A&R. Let us have case management of new, probation and disqualified students. Let us come up with useful programs to ensure success. Support us in our efforts to revamp the online orientation and new student workshop. We'll need money but that's what matriculation funds are for. Stop starving us with staff and supply cuts and then wonder why we can't get the job done.</p> <p>And finally, since I'm getting things off my chest, if you've decided to get rid of counselor say so! Stop the torture and let us all move on. If you want us around, let us do the job.</p>
19.	<p>I see a need for the water courses as water is a big industry in this community and there is a need for the water treatment and water distribution courses. If we are trying to meet the needs of this community, that is one area where I have personally received calls.</p> <p>Also, safety in the workplace has often been asked about. Again with the water, oil and ag businesses, we often get calls about Safety Management Certification. This is an increasingly growing field. Again, this is very much related to this community.</p>

20.	<p>Core classes: Classes that will transfer to a four year institution and/or allow a student complete a certificate to gain employment. Core classes in English, Math, Social Sciences, Physical Sciences and Health should be offered. While I understand the desire for offering academic development to students who may need it, we should not offer it at a level that falls below high school grade levels. Students should come to us prepared for college level work.</p> <p>Core student and admin services: Technology (Media Services & IT)our instructors cannot teach without technology or work without it and students expect it), Facilities & M&O, Security, Counseling, A&R, Student Government.</p>
21.	Minimum needed to get students to their educational goal.
22.	Transfer GE CTE
23.	To provide transferable classes to a four year college so the student can further their education.
24.	<p>I think that we need to look at our core mission from the perspective of students served as well as programs offered.</p> <p>I think we could remove concurrently enrolled high school students, international students, and students taking courses for personal enrichment from our core mission.</p> <p>We could remove in-service training from our core and transfer those courses to community service because the employed individuals who need those courses can pay or their employers could pay.</p> <p>After all of those groups and courses are removed, we can look at academic programs that have less than 3 graduates per year. We should look for ways to group more degrees together that would prepare students to transfer. For example, we could offer one AA in agriculture that could prepare students to transfer to any of the CA Ag schools.</p>
25.	given that this state is officially bi-lingual many of my students have told me that formal English is a waste of their time
26.	In light of the recent legislation on student success, I think that core student services are focused on orientation, assessment, counseling and advising and the creation of a educational plan.
27.	vocational and transfer classes
28.	the central skills & abilities our students need to provide for their families in our geographic area
29.	Students are the main core. Some may need job enhancement while others may need to earn an Associate degree while others may need to transfer. This makes it necessary to offer core courses. Why not only allow students into the system if and only if they are college ready.
30.	The core mission of Bakersfield College is to provide General Ed transfer credits to students seeking a four year degree.

31.	<p>Bakersfield College’s defined mission is to provide transfer, career and technical education (CTE) and basic skills instruction.</p> <p>I agree with the above statement as defining the college's core. However, with the current limited resources, efficiency of work in administrative, student and instructional services is necessary.</p> <p>Administratively, duplication of efforts between the district office and the campus must be considered with the goal for reduction in duplication and increased efficiency.</p> <p>Instruction-- efficiency should include:</p> <p>1. Diminish the number of units at BC in courses where the statewide average is 3-units and BC is 4-units (English, Math are examples). Diminish the number of units at BC in courses where the statewide average is 4 or 3 units and BC is 5 or 4 units (Biology). Courses would still be offered for majors and for prerequisites into other discipline areas but would still meet the core, transfer and CTE mission. FTEF would decrease while still meeting the mission.</p>
32.	Basic skills courses, transfer and career and technical education.
33.	<p>CTE (Career & Technical Education) is vital to Kern County as not all students want to pursue an associates degree at the time they enter into college. We also have a need in the community for skilled workers in the areas of Automotive, welding, electronics, electrical, architecture, carpentry, business, child development and Culinary. Many positions in our area even pay more for CTE type jobs. Students need the option to earn certificates, instead of completing an Associate's degree. Many students even end up staying longer to complete their degree, because they enjoy their experience and see the value in an education.</p>
34.	<p>Courses to serve the needs of students seeking employment in this county and to transfer right to the junior level at a 4-year college/university. Math, reading and writing are extremely important. ENSL is important to help those students who want to be in the California workplace and speak, write and read the official language of our state which is English. The voters adjusted our constitution in 2008 to reflect that English is the official language of our state. Plus, part of core should include history and those courses to help many illegals work toward citizenship. No matter what our core, without citizenship, those students will not be employable. Even BC can't hire their own students if they are illegal.</p>
35.	Classes in math, English and Science
36.	Oops, English became official language of California in amendment to our constitution in 1986. It is also the universal language of the world. It is imperative it be part of our core.
37.	<p>Core provides enough for students to get started and finish. When the unexpected occurs, support remains. Students should never feel that because they were ill or had an unexpected death in the family, they have to drop all their courses and try again another semester. Core includes teaching them resilience and flexibility. Students who do not complete usually have family, personal or medical reasons for dropping out.</p>
38.	Any activity, program, staff, faculty, or administrative position that supports or contributes to a degree or certificate.
39.	Serving the needs of our unique Kern County community which means reaching them at whatever level they are and providing them with a quality education to become productive, fulfilled citizens.

40.	Serving the needs of our unique Kern County community which means reaching them at whatever level they are and providing them with a quality education to become productive, fulfilled citizens. We need services that help provide the support students need to succeed including a safe environment, financial support, childcare, counseling, library support, tutoring, and mentoring.
41.	Educate students for transfer Up grades academic skills Prepare community members for jobs
42.	A difficult question, since all of our programs have value. But for me, our core mission is providing lower division courses for a variety of academic programs for students who will transfer to 4 year institutions. This means more than just gen ed courses, but courses that allow students to complete lower division requirements for a variety of majors. Four year institutions have many different majors, because the community has many different types of jobs. We need to keep aligned with this by providing lower division courses for many different majors, allowing Universities to concentrate on upper division courses. If we restrict the college to a few programs we'll flood some jobs and starve other jobs. I can't see how that will help our economic recovery. While our vocational programs are excellent, I don't see them as the primary core. These are things that should be offered when we can, but should be put on hold when we can't. And there are many local companies that offer vocational training programs for a variety of jobs, which means students could get the training and certificates they need outside of BC. However, lower division courses and major preparation needed to complete a bachelors can only be completed at a CCC or four year institution. More and more jobs will require a bachelors or higher, so this should be our focus. The only local sources for training for professional jobs is BC and CSUB, and we need to continue to make this type of job training available for our community.
43.	"Core" means the essential courses and skills students need to succeed at four year institutions or the working world. Information competency is among those core skills that are essential for success in college and in life. When students can locate, evaluate, and ethically use information, they have lifelong skills that are essential for student success and that will serve them well in many arenas.
44.	Core relates DIRECTLY to the needs of the students. What courses/services are NEEDED to complete their degree/transfer requirements? What certificate/degree programs are thriving currently on our campus and in the community? What would be the impact to our college and community without those courses/programs/services?
45.	Aren't we at the core? It isn't like we haven't been cutting for years. If we end up facing a \$5.2 million cut, is it even really possible cut enough from campus to make this up and still have a campus? Heck, even if the district were to just vanish into thin air we couldn't save that amount. I don't see any way we can save this much money without either cutting the campus so much the place might as well be a pile of smoldering rubble, or start looking into cutting salaries/taking furlough days, etc.

46.	<p>Bakersfield College is here to prepare students to succeed in their lives as well as make a contribution to the community. Some students need to improve their skills in basic subject before moving on in their education. People trained in child care, nursing, business administration, corrections and fire technology are necessary in any community. Because of the oil industry in Kern County welders and builders are also required. Bakersfield College provides training in all of these areas. Others have completed their education and moved on to other professions.</p>
47.	<p>As a community college our mission is to serve the needs of our community, which includes CTE, transfer, and basic skills. Focusing solely on transfer ignores the fact that not all students want to be in a transfer program. It also ignores the fact that not all majors are equal:</p> <p>http://cew.georgetown.edu/whatsitworth/</p> <p>In the current economy it is our responsibility to inform students of career possibilities at various levels of education in a particular major. There is nothing wrong with learning for the sake of learning, and neither is a financial return on their investment. There are many academic fields that we offer as majors that should be considered as minors to more career-applicable fields of study.</p>
48.	<p>Assist students in achieving their academic, personal and career goals by excellence in student service, administration and teaching and learning. College personnel and practices should not be a maze of beauracracy that makes it difficult to begin classes and be successful, but a system of assistance and cooperation that welcomes new and returning students to come to BC and learn with us.</p>