

# Bakersfield College

State of the College  
2018-2019

Dr. Sonya Christian, President  
December 2018

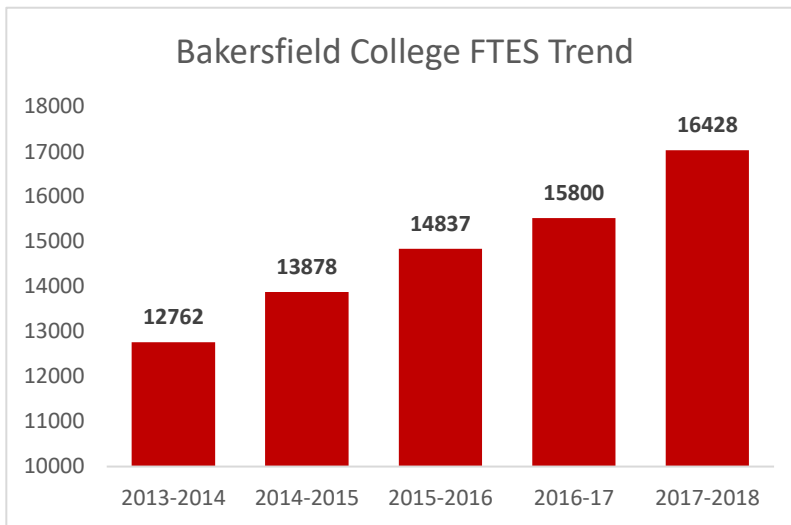
**BAKERSFIELD  
COLLEGE**

# BC 2018-19 SOTC

## Introduction

As Bakersfield College (BC) endeavors to advance its mission of providing opportunities for students from diverse economic, cultural, and education backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer, the state of the college cultivates growth and innovation while having a far-reaching impact on our community.

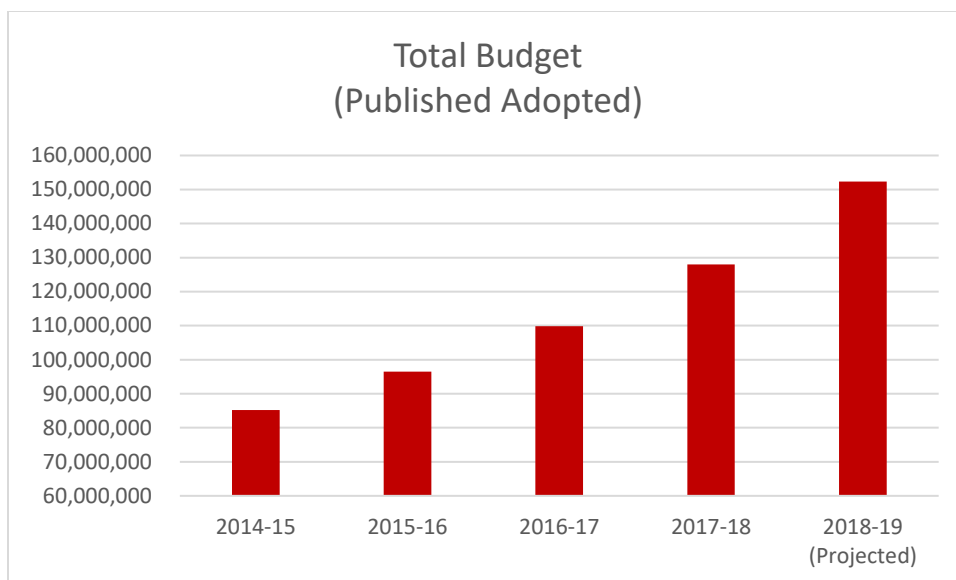
One of the areas of growth that is most evident at BC is in the annual FTES. The annual 2017-18 headcount was 33,257 producing 16,428 Full-time Equivalent Students (FTES), a 4% increase relative compared to 2016-17.



With this growth in FTES alone, there is considerable dedication, commitment, collegiality, reflection, and analysis that must occur across the represented BC stakeholders to support and foster even greater growth and impact on the community.

One way this support is evident is through the stewardship of how BC expends and allocates funds to perform services. Bakersfield College continues to focus on college priorities by strategically utilizing existing resources and grant dollars.

As BC's FTES has grown, so too has its budget, as shown in the graph below which highlights the College's steady budget growth over the past 5 years.

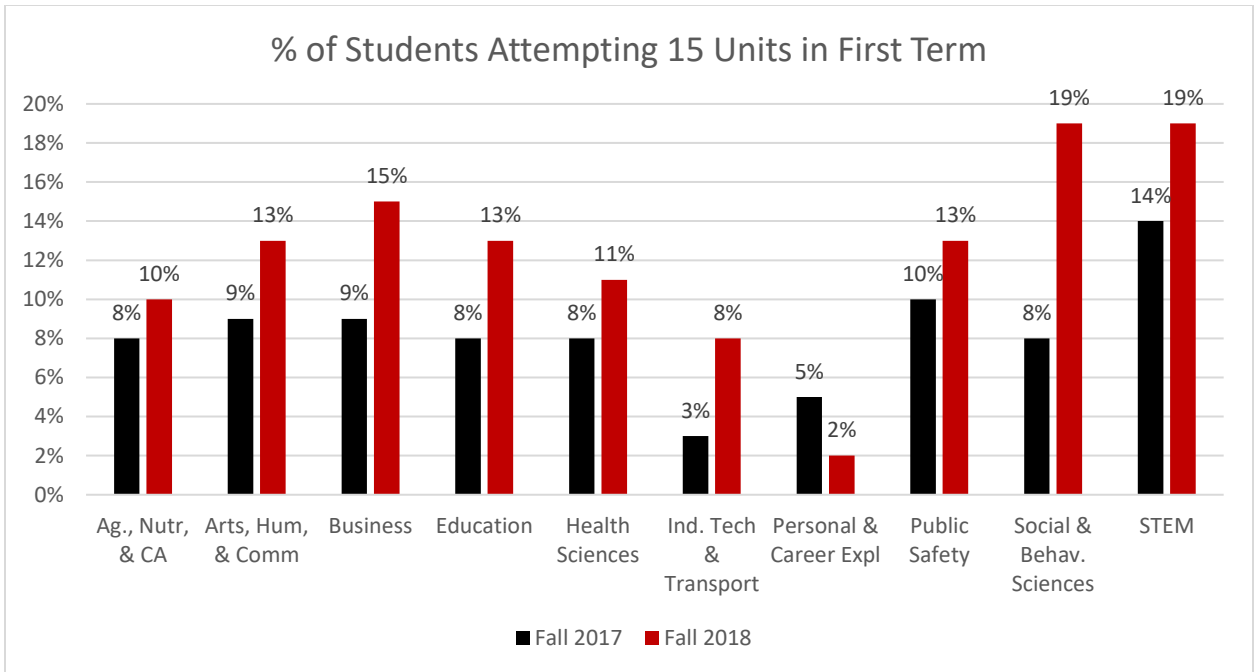


There are expectations that the FTES growth will slow down, but continue to be a steady increase. As a part of its strategic plan, Bakersfield College anticipates the new programs like the Baccalaureate program to continue to have a positive influence on the FTES for future growth. In addition, the college discussions continue to evaluate strategies for long-term fiscal sustainability by augmenting its revenue streams through its auxiliary enterprises.

### **Section I: Instruction**

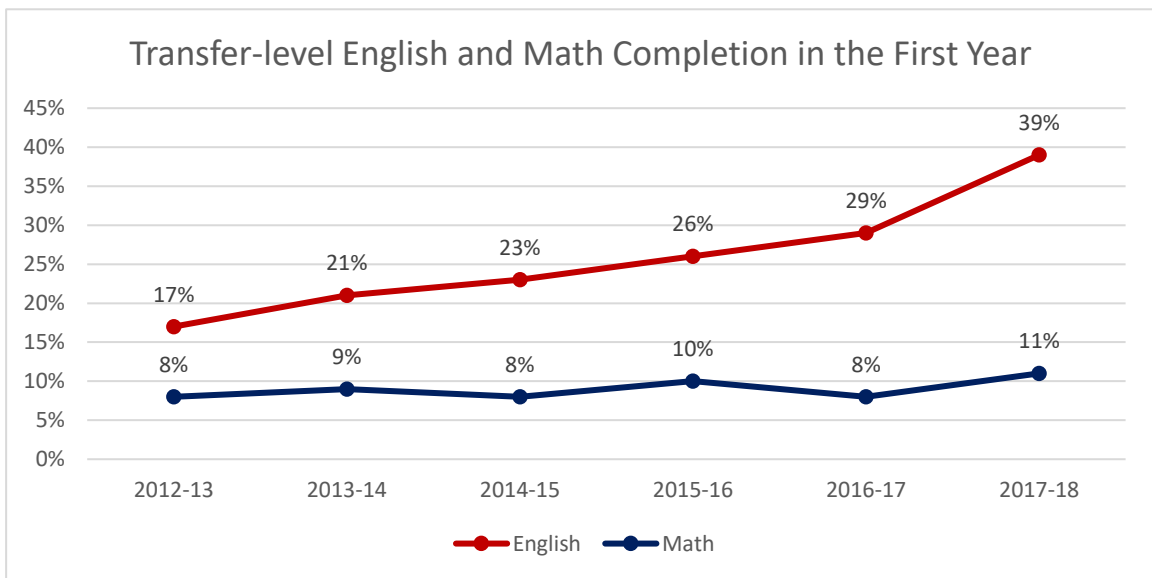
Over the last year, Instruction continues to support the work of Guided Pathways through the Completion Coaching Communities for each of the ten identified metamajors. These diverse teams of faculty and staff are evolving to provide more focused and widespread support and guidance to students seeking to complete a program of study. Data coaches have been trained and are supplied with data on the students in their assigned metamajor. This enables teams to target communication, interventions, and support designed to increase the proportion of students attempting at least 15 units in their first term and completing transfer-level English and math in their first year.

Among the individual Learning and Career Pathways, most of the pathways are seeing an increase in the percentage of students attempting 15 units in their first semester as seen in the chart below.



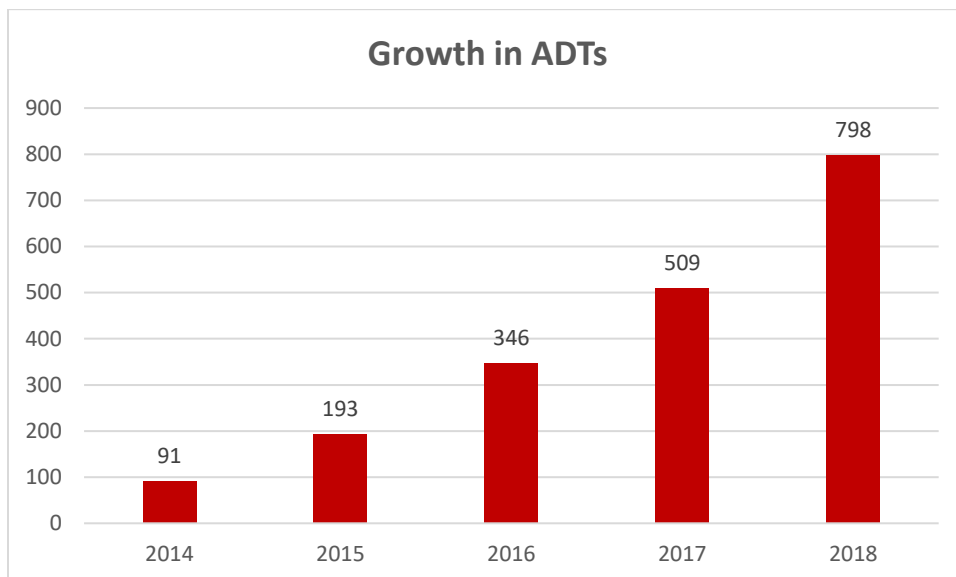
Timely completion of transfer-level English has substantially increased over the past five years. Since 2012-13, Bakersfield College has more than doubled the rate at which students are completing transfer-level English in their first year.

Completion of transfer-level math in the first year also increased 38% from 2012-13 to 2017-18, while the rate of improvement has not been as dramatic as with English, innovation in math instruction and placement practices continues unabated and should result in further increases transfer-level math completion in future years.



Clarifying pathways, particularly of transfer pathways, has yielded significant results. Associate Degree Transfers (ADTs) are valuable because the degrees carry legislated power (SB1440) to ensure that the student can transfer with 60 credits to a CSU. BC continues to

scale up its ADT programs and C-ID courses which has paid off with strong increases in transfer degree awards.



### Some Trends for Bakersfield College Transfer Students

- Out of all CSU-bound transfer students in 2017-18, 78.8% of Bakersfield College (BC) students went to California State University (CSU) Bakersfield (CSUB)
- There were 530 BC students that transferred to CSUB in 2017-18, which was 70 more students than the previous year
- The transfer success rate for BC students at CSUB is measured by graduation rate within a particular amount of time. The 2-year graduation rate for BC students at CSUB has increased 17.2% in the last five years
- Bakersfield College students have a higher graduation rate of success than the overall transfer student population at CSUB. CSUB's overall graduation rate for transfer students within 2-years was 36% and BC's transfer student rate was 47.7% for the most recent cohort

Since, close to 80% of Bakersfield College's CSU bound transfer population transfers to CSUB, the two institutions have collaborated and developed the *Kern Promise: Finish in 4* transfer initiative to encourage students in Kern County to complete their transfer and baccalaureate degrees in four years. The transfer task force, Workgroup to Advance Regional Baccalaureate Attainment (WARBA) worked with faculty and staff at BC and CSUB to identify issues of misalignment across the transfer pathways program-by-program and every ADT offered. Through our collaboration, faculty identified course articulation and/or ADT modifications to develop 27 completely transferable, sequenced semester roadmaps which align coursework from the BC Associate Degree for Transfer through to the CSU Bakersfield baccalaureate. On May 8, 2018, the Presidents of both Bakersfield College and California State University Bakersfield signed off on the partnership and launched the new Kern Promise's *Kern Promise: Finish in 4* initiative, an unprecedented partnership between higher education institutions to support baccalaureate completion within 60 semester units at BC and 60 units at CSUB, over four years. The mutual goal is to move students with intentionality through each stage of their

educational and career goals in a more efficient and impactful way. With just 22% of Kern County residents 25 years of age and older holding an Associate’s degree or higher, compared with California’s average of 39%, this initiative is an excellent way to decreasing time to completion and closing achievement gaps while aiding in student success.

### Dual Enrollment

The Dual Enrollment and Articulation Programs supports the mission of Bakersfield College by providing our diverse community’s high school students with an early start to obtaining a college education. The Dual Enrollment/Articulation program provides students: a clear path to College and Careers; a reduced need for remediation; an ability to enter college with a declared major; and, a decreased time for completion. Through our partnerships with our local high schools, we can better prepare students for workforce thereby giving them the opportunity to be contributing members of society.

The Bakersfield College Dual Enrollment program has experienced a 21% increase over the past year, which now provides almost 800 FTES to the college. During the 2017/18 academic year, the College offered 384 sections at 30 high schools serving 7,101 students. Perhaps most gratifying is that the students enrolled in the program continue to be successful with retention rates of 97% and success rates of 92%.

Dual Enrollment Credit						
Academic Year	Sections Offered	Enrollments	High School Sites	FTES Actual	Retention Rate	Success Rate
2017/18	384	7101	30	795.4	97.30%	92.20%
2016/17	288	5892	30	669.1	96.20%	90.50%
2015/16	75	1710	12	194.6	96.30%	86.90%
2014/15	22	500	3	14.9	89.50%	80.70%
2013/14	11	248	1	23.6	94.40%	75.70%
2012/13	4	74	1		97.30%	91.90%

### Rural Initiatives

In recent years, the work of the Delano Campus has expanded its reach to other communities throughout Kern County. As a result, the Delano Campus team has evolved into the Rural Initiatives team. With courses and services in various locations throughout the county, Bakersfield College is accomplishing its mission of providing students from socially and ethnically diverse backgrounds the educational opportunities that they need to succeed.

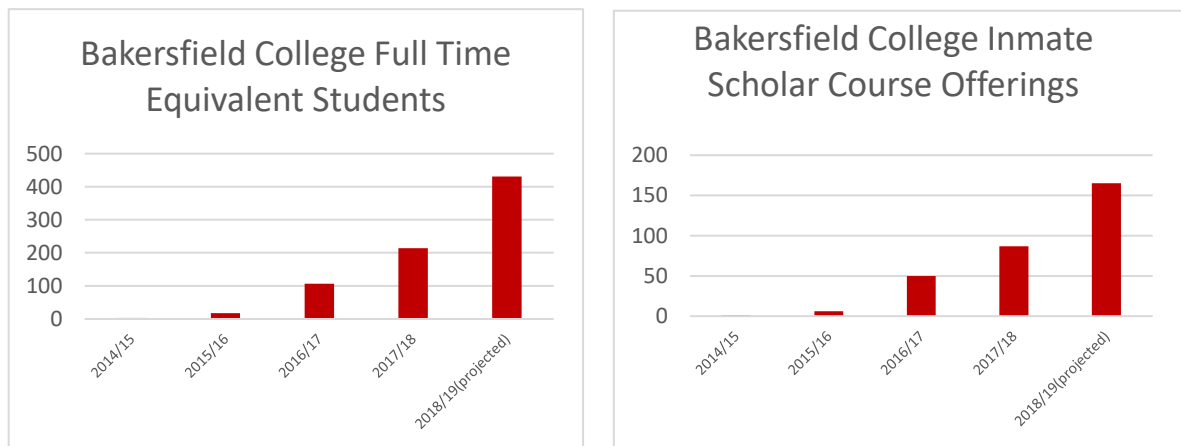
The Rural Initiatives work encompasses traditional courses and services offered in Delano, McFarland, Wasco, Shafter, Arvin, and South Bakersfield. Additionally, the Rural Initiatives team leads various efforts in Early College and Adult Education for Bakersfield College, which extend to other additional communities like Lamont and Lost Hills. By leveraging our partnerships with K-12 schools, adult schools, city governments, private industry partners,

and non-profit organizations, the Rural Initiatives team is bringing opportunities to people in communities with low-degree attainment rates and high unemployment numbers. FTES increased at Delano from 1,310 to 1,448 (2016-2017 to 2017-2018). Total enrollments increased from 10,996 to 11,996. The number of sections increased from 415 to 492. A part of this growth is due in part to expansion in Dual Enrollment opportunities. There are dedicated staff members on the Rural Initiatives team working on the dual enrollment expansion in rural communities. We expect to see a growing trend in the coming year.

Between the cities of Arvin, McFarland, Wasco, and Shafter, FTES jumped from 261.1 in 2016-2017 to 338.9 in 2017-2018. There was a small decline in Arvin from 123.5 to 115.1. The numbers increased at all other sites: McFarland 23.6 to 53.2; Wasco 74.4 to 120.2; Shafter 39.6 to 50.4.

### Inmate Scholars

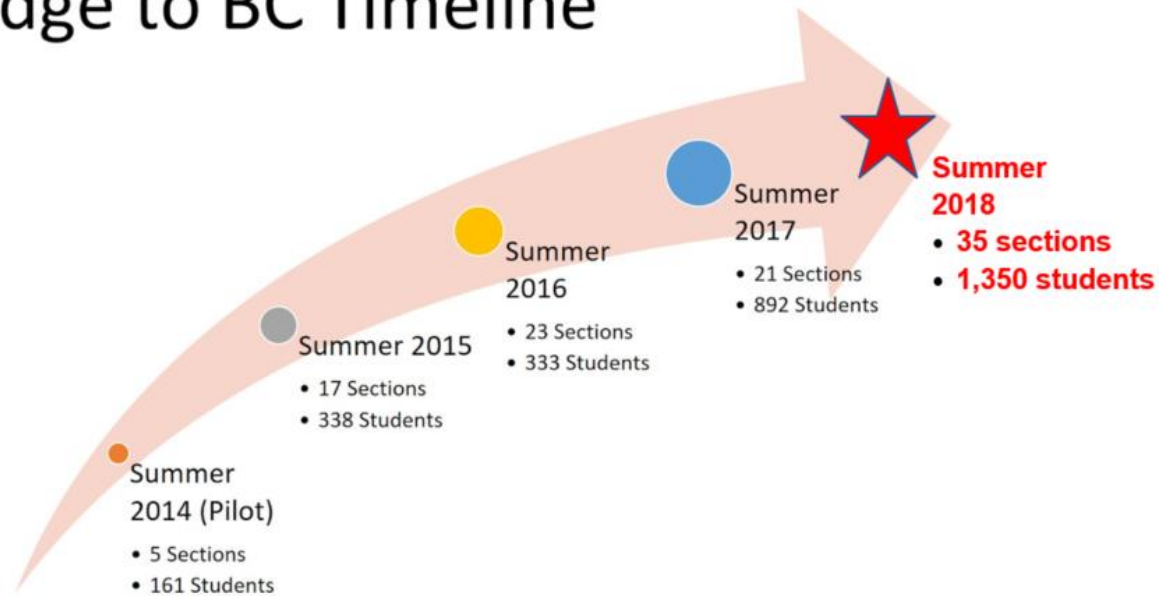
Another way Bakersfield College extends access to higher education to our county population is by offering BC coursework at 10 local correctional facilities. Over 800 inmate scholars in 2017-2018 took advantage of 87 course offerings and generated 216 FTES. BC is poised to confer associate degrees to a cohort of 19 inmate scholars this year.



### Title V

Bakersfield College makes the most of Title V funds to reinforce efforts to establish accessible and equitable degree pathways for service area students that support success and timely progression from first touch through to completion. One such college-wide effort has been the implementation of the Bridge to BC project where BC incoming freshmen attend a daylong orientation that guides them through the skills and experiences that will promote their academic success at BC. During this interactive day, students engage with faculty one-on-one and in-group settings, tour the BC campus with experienced and knowledgeable student mentors, and participate in hands-on activities that orient them to the freshmen experience. In this way, students learn about the academic and student services resources that Bakersfield College offers and experiences them first hand.

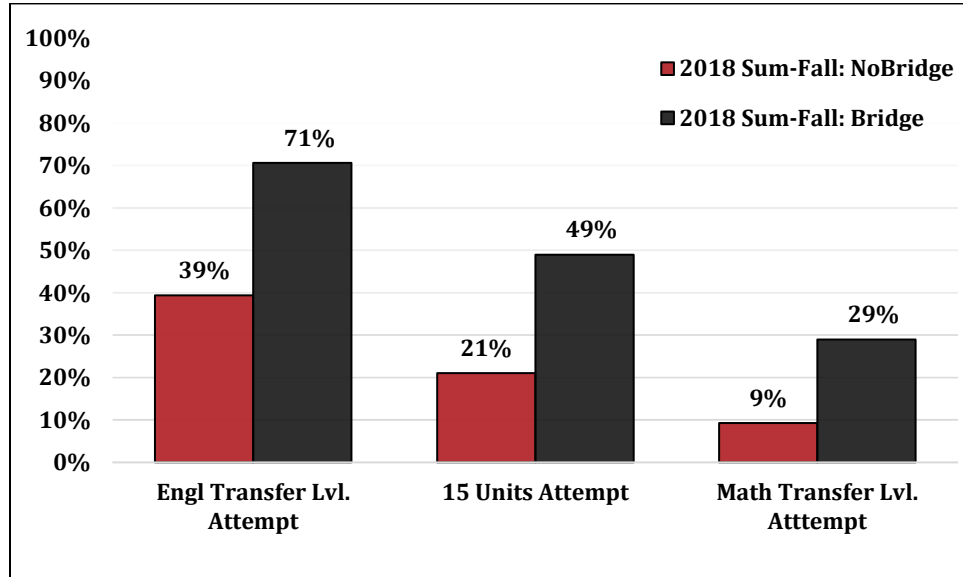
# Bridge to BC Timeline



Student headcount only includes students enrolled for credit.

The table below shows the 2018 first-term comparisons between Bridge to BC participants and the first time freshman who did not participate in Bridge to BC.

2018-19 Bridge and Non-Bridge Cohort's Fall-Term Milestone Comparisons



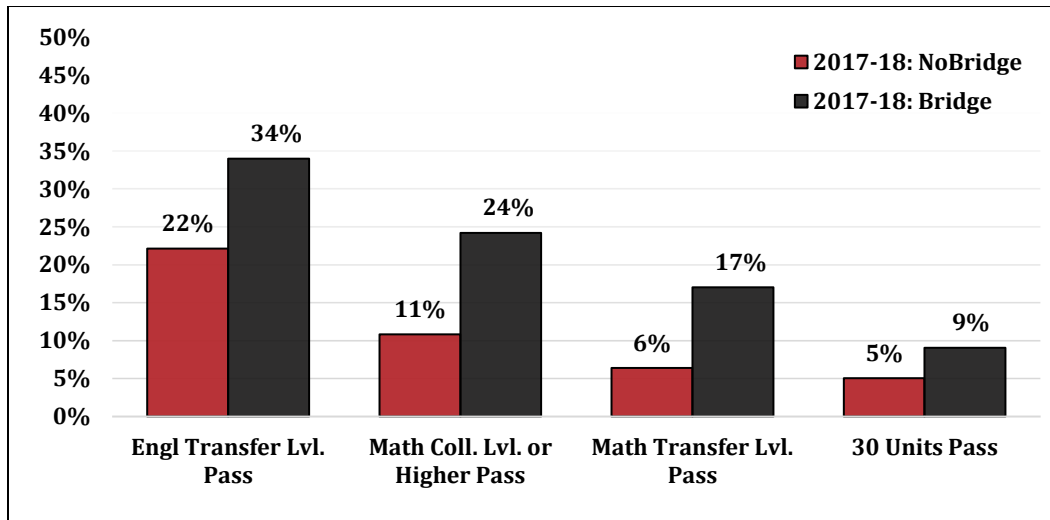
The Bridge Cohort consisted of all students who participated in Summer Bridge to BC (Summer 2018; N = 1284).

The non-Bridge student cohort consisted of all non-Bridge degree seeking new students who started at BC Summer 2018 or Fall of 2018 (N = 4035).

Note: any fall and or summer coursework and attempted units were included in this analysis.



## 2017-18 Bridge and Non-Bridge Cohort's Annual Milestone Comparisons



The Bridge Cohort consisted of all students who participated in Summer Bridge to BC (Summer 2017; N = 892).

The non-Bridge student cohort consisted of all non-Bridge degree seeking new students who started at BC Summer 2017 or Fall of 2017 (N = 4069).

### Strong Workforce

The Strong Workforce program has allowed the college to enhance facilities through renovation of computer labs and classrooms. In addition, funding has supported the purchasing of instructional equipment that meets current industry standards. This funding remains strong at both regional and local levels.

In March, BC received recognitions for 16 programs from the California Community Colleges Chancellor's Office, who analyzed college programs throughout the state whose students and graduates showed significant gains three metrics:

1. At least 70% of students attained regional living wage
2. Students experienced an increase in income of 50% or more, and/or
3. At least 90% of students secured employment in their field of study

#### **BC earned the following GOLD STARS (attained threshold outcomes on all three metrics):**

- Radiologic Technology: 329% increase in earnings, 100% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study
- Registered Nursing: 226% increase in earnings, 87% of students attained the regional living wage and 97% of students are employed in a job similar to their field of study

#### **BC earned the following SILVER STARS (attained threshold outcomes on two metrics):**

- Vocational Nursing: 113% increase in earnings and 67% of students attained the regional living wage

- Electrician Apprenticeship: 59% increase in earnings and 83% of students attained the regional living wage
- Industrial Technology: Electronics: 76% of students attained the regional living wage and 100% of students are employed in a job similar to their field of study

**BC earned the following BRONZE STARS (attained threshold outcomes on one metric):**

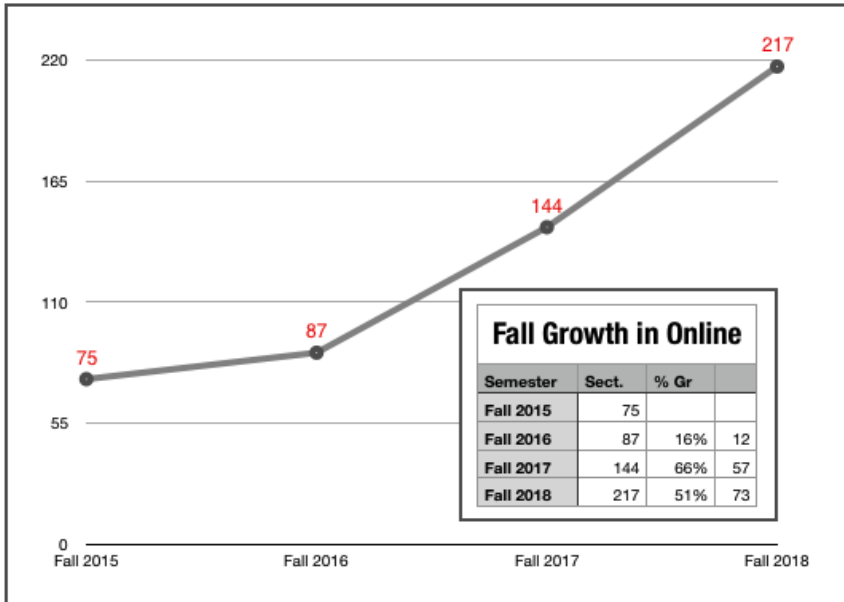
- Automotive Technology: 113% increase in earnings
- Animal Science: 111% increase in earnings
- Plant Science: 90% increase in earnings
- Agriculture Business, Sales and Service: 90% increase in earnings
- Forestry: 101% increase in earnings
- Architecture and Architectural Technology: 245% increase in earnings
- Administration of Justice: 81% increase in earnings
- Corrections: 73% of students attained the regional living wage
- Fire Technology: 78% of students attained the regional living wage
- Culinary Arts: 163% increase in earnings
- Human Services: 404% increase in earnings

Bakersfield College prepares students for a wide range of high-wage, high skill, high-demand careers. Our Career Education programs are at the forefront of preparing students to succeed in fast-growing, high-growth industries around the country.

### **Academic Technology, Distance Education, and Professional Development**

The Academic Technology department plays a critical role in the introduction, implementation and training in multiple technologies that facilitate instruction and support the instructional mission of the college. The AT department also plays a broad leadership role in Professional Development across the college, ensuring that all employees have access to training and development opportunities that will enable them to be healthy, empowered, and effective in their work.

The Academic Technology (AT) Department supports Canvas for each of the over 5,000 sections per year, and each of the almost 35,000 students who are enrolled in them. From Fall of 2015 to Fall of 2018, the number of online sections grew from 78 to 217, and the number of hybrid sections was stable at around 40. Canvas usage has also increased, with most faculty using Canvas in some way in their courses.



The AT Department coordinates several major Professional Development initiatives, including FLEX Week, Adjunct Orientation, and the New Faculty Seminar Series. Additionally, the department supports eLumen use for Curriculum, Assessment, and Program Review for college-wide use, and also creates and organizes training and self-service resources for that platform.

Finally, the AT Department provides college-wide leadership for instructional technology and distance education, targeting the success and completion of all BC students, with a particular emphasis on our online students. The Renegade Online Student Hub is one area of innovation that, while new, is expected to have a significant long-term impact on the success and completion of online students at Bakersfield College. The Renegade Online Hub began in the Fall of 2018 in an effort to increase the support available to online students. This “genius bar” styled support area offers walk-up support for online students who need any type of help succeeding in their online class, as well as support through chat, zoom, and email. Student participation in this service will be scheduled and tracked through the Starfish platform starting in Spring of 2019. This initiative should also have an impact on some of the special populations served by Bakersfield College as well, closing the equity gap found in most online instruction.

## Section II: Student Services

### Enrollment Services

A&R supported the strong growth in Dual Enrollment and Inmate Scholars through manual application and registration processes. We provide efficient, accurate, and timely services that will contribute to the attraction, retention and graduation of a highly diverse student body. Provide faculty and college administrators with data and services that enable them to accomplish their instructional and management objectives, creates and maintains records systems designed to protect the academic integrity and security of confidential student data, in accordance with state and federal guidelines. Providing assistance and information

to our consumers and assisting incoming students to identify a program of study contributes to the student success of our diverse students. We register students for the courses that lead to the degrees and certificates, evaluate the eligibility and actually issue the degrees and certificates. We provide all athletic and veteran certifications from our office. All international travel documents are processed and maintained by A&R for the SEVIS – Student & Exchange Visitor Information System - Homeland Security International system.

### Student Success and Equity

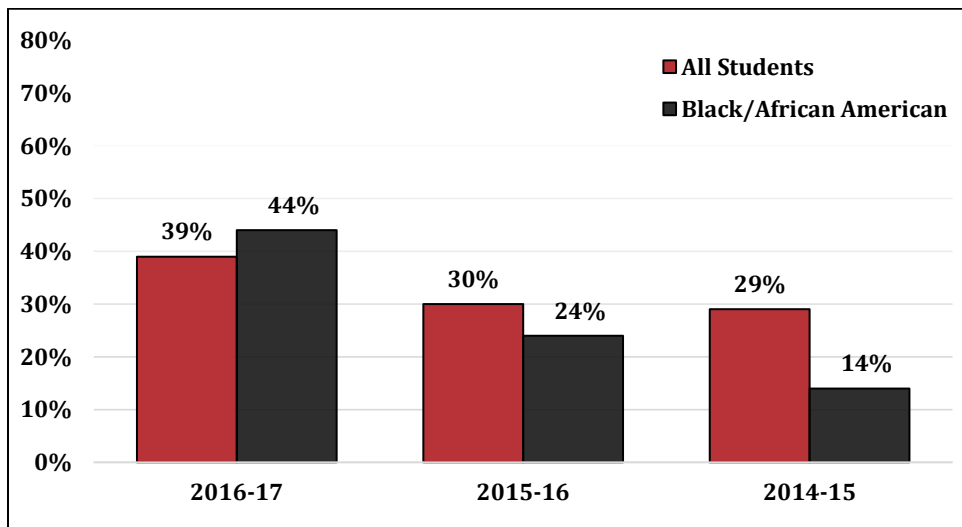
The state of student success and equity at Bakersfield College is strong. In an effort to align our myriad initiatives to improve student outcomes, reduce access and achievement gaps, and bring our efforts to scale, Bakersfield College has been implementing the guided pathways framework for several years. This framework has brought much clarity to our work while integrating our discussions across departmental lines and funding sources, including the Basic Skills Initiative (BSI), Student Success & Support Program (SSSP), and Student Equity funds.

With over \$8 million in Student Equity and Achievement Program (SEAP) funds and an additional \$4.5 million across other grant and categorical funds managed by the office of Student Success & Equity, Bakersfield College has made significant strides in improving student access, success, and completion while reducing gaps for disproportionately impacted student populations. Notably, the following have contributed to significant movement in BC’s student success & equity agenda:

- Integrated and strategic coordination of funding priorities and expenditures
- Completion Coaching Community structure organized by Learning & Career Pathways
- Defined leadership of the Guided Pathways Implementation Team
- Expansion of institutional research capacity through the Office of Institutional Effectiveness and trained data coaches

The table below shows one example of reducing gaps for disproportionately impacted student populations.

Passing Transfer-level English in First Year: Equity Gap Closure for African Americans.



Note: The cohort parameters for this analysis only included first-time students who completed 6 units and attempted transfer-level math or English during their first year.

All Students N: 2014-15 = 2194, 2015-16 = 2512, 2016-17 = 2672.

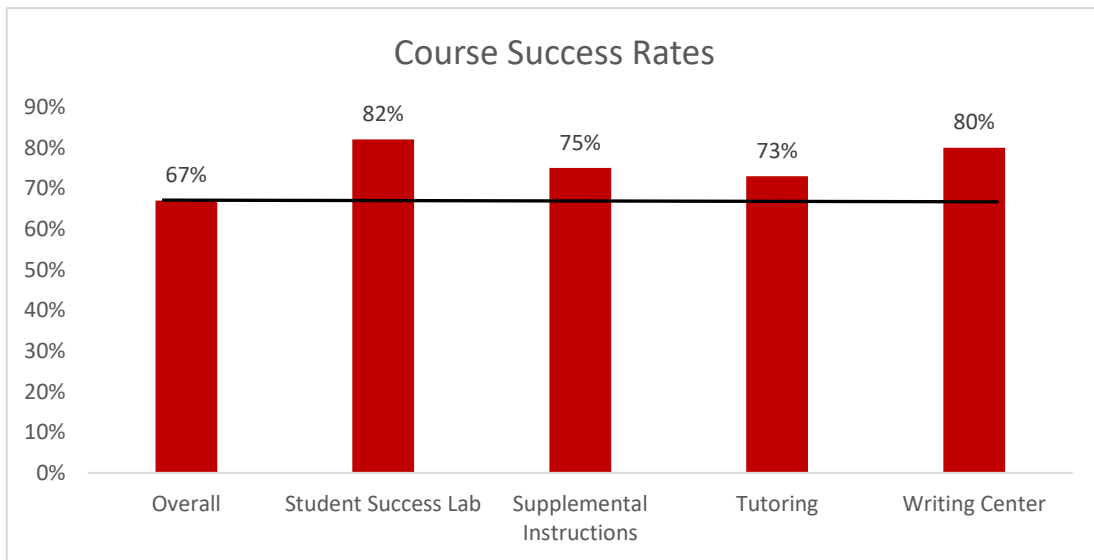
African American Students N: 2014-15 = 57, 2015-16 = 80, 2016-17 = 90.

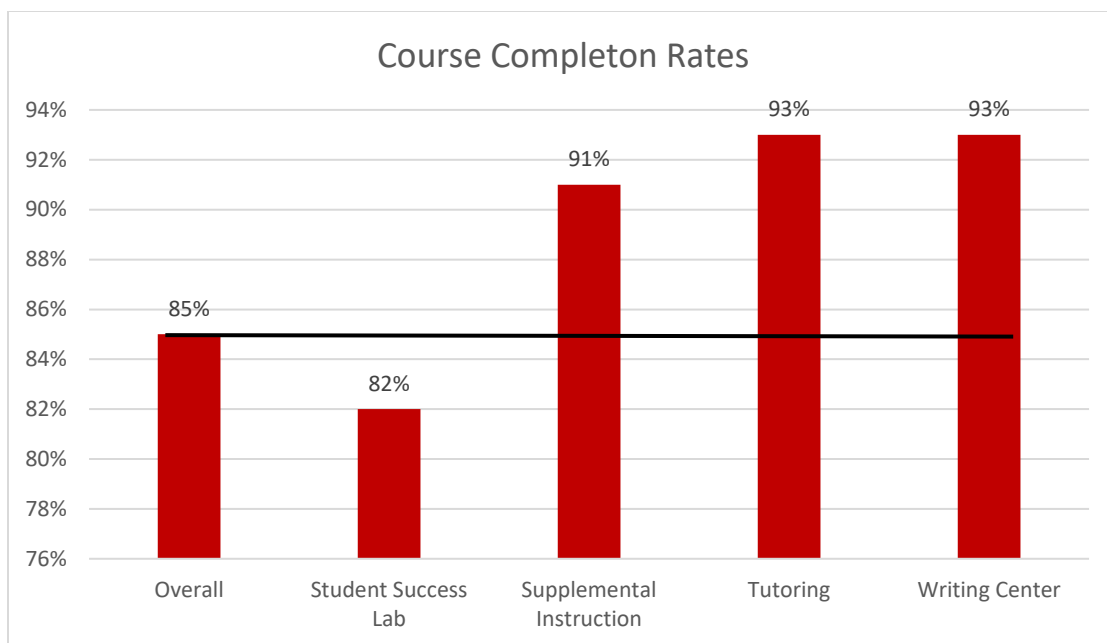
## Academic Support Services

Bakersfield College Academic Support Programs are vital to student success evidenced by degree completion. Tutoring support in a variety of subjects like writing, quantitative reasoning, social sciences, humanities, and science are available to students free-of-cost. Over the last two academic years, 11,566 students were supported through the Academic Support Services a total of 53,640 times.

The table below indicates the success rates of the overall institutional course completion rate, compared to the success rates of students who engaged in various types of support services. The data illustrate that students who participated in support services successfully completed a course at a rate of 6%- 15% higher than the overall course success rate.

The next table illustrates the course completion rates at the institutional level compared to the course completion rates for students that participated in support services disaggregated by service type. This data illustrates that students who participated in support services, on average, had a higher retention rate than students that who did not.





### Disabled Students Programs & Services

Disabled Student Programs & Services (DSPS) supports the college mission in providing equal access to educational opportunities for students with disabilities. DSPS provides reasonable accommodations to students with any kind of visible or documented physical, communication, mental health, intellectual, and learning disabilities who are, or want to be, enrolled in classes through Bakersfield College. Based on individual student needs, the department provides accommodations and support services that enable students to improve access so students can better learn the curriculum. Examples of accommodations and services includes: test taking assistance, specialize equipment, mobility assistance, note taking, assistive computer technology, adapted physical education classes, sign language interpreters, written materials in alternate formats, learning disability assessment, and liaison with California State Department of Rehabilitation and other community resources. These services are intended to prepare and support students with disabilities to participate in campus programs and services on as equal basis as possible with their non-disabled peers.

Much of the DSPS budget is based on the number of students with disabilities served, weighted by type of disability. DSPS must serve at least 1,000 students per year in order to maintain our budget. As the BC student population grows, so does the population of students with disabilities. In 2015-16, the DSPS population dropped to 900 students; partly due to stricter tracking methods. In 2017-18, the DSPS population has grown to 1,167, a 30% increase from 2015-16.

### Extended Opportunity Programs and Services (EOPS Group): EOPS/CARE/CalWORKs/Cal-SOAP/NextUp/FKCE/AB540

The program started the AY2018-2019 with over 1,800 students with a goal to reach beyond 2,000 by the end of Spring 2019. The continued collaboration with Cal-SOAP, the

Outreach Department, and local high schools allowed each program within the EOPS Group to continue to increase the number of students to serve this year. Community partnerships in the areas of mental health and housing have been secured to fully serve foster youth students within the newly developed NextUp Program such as the Dream Center, Independent Living Program, Aspiranet, Kern Behavioral Health and Recovery Services/Transitioned Aged Youth (TAY), and more. The Foster and Kinship Care Education continues to provide multiple training modules to certify Foster Parents in partnership with the DHS Resource Family Approval/Family Finding/Adoptions Center. Targeted student recruitment for CARE and CalWORKs is ongoing in partnership with the Department of Human Services (DHS). The DHS CalWORKs division continues to hold office hours in the EOPS department to assist our BC students with inquiries on DHS services and to provide assistance with the CalFresh application. Support services have also began for our AB540 eligible students and community partners such as Youth to Leaders and Immigrants Rising have been secured. Services provided to all special population groups within the EOPS department will continue to be intensive and high touch, providing services that are over and above what they generally receive as BC students.

### Student Life Initiative

Through innovative experiences in a co-curricular classroom, the Office of Student Life engages students in meaningful interactions and hands-on skill development that fosters academic progress, student success, social justice, and citizenship while serving the diverse breadth and scope of the Bakersfield College's student community through recruitment, persistence, retention, and graduation efforts.

Along with supporting and collaborating with other BC departments and offices, the Office of Student Life directly oversees ten student initiatives to advance the work of the college.

1. Bakersfield College Student Government Association
2. Campus Center Services
3. Renegade Mobile App
4. Student Organizations
5. Student and Campus Activities
6. Student Assistance Programs and Services
7. Off-Campus Housing Services
8. Renegade Mascot
9. Safe Space program
10. Student Conduct

BC students visited the Office of Student Life approximately 20,383 times from July 2017 to April 2018. Visits include everything from questions, meetings, requests for information or resources, student organizations services, BCSGA matters, but does not include the Pantry services, events, or meetings.

The BC Student Assistance Program (The Renegade Pantry) helped BC students in the following ways from July 2017 to April 2018:

- Daily Bread: In partnership with Panera Bread, the service has been used 13,191 times by students
- Monthly Grocery Distribution: this service was used 771 times

- Emergency Food Distributions: Students requesting emergency food assistance totaled 68 times
- Fresh Fruits and Vegetables: this service was used 1,196 times, serving 528 unique individual students
- Hygiene Kits: 217 times
- Renegade Closet: 73 students have used this service.

## Athletics

Bakersfield College Intercollegiate Athletics provides student-athletes with the opportunity to participate in 20 post-secondary programs. Participation in any of the 20 intercollegiate programs provides a unique and diverse experience. Individual skill development includes physical skills, as well as building communication skills, critical thinking and analysis skills necessary for team success.

In the previous academic year, athletics had 16 of 20 programs advance to post season play, four conference championships and one individual state champion. Student athlete advisory council was established and successfully participated in community service events, on campus activities and hosted a yearend BBQ for all student athletes with awards.

The student athletes are an affinity group that must meet California Community College Athletic Association eligibility criteria in order to compete on an intercollegiate team. These eligibility standards align with the emphasized momentum points for greater success in completion of career pathways by the institution.

According to the data provided by Cal Pass LaunchBoard for 2016-2017 Academic term, student athletes at Bakersfield College are achieving academic success at a higher percentage than the general student population.

There are two areas where student athletes surpassed the general students:

1. Attempting 30 or more units in the first year: 27% student athletes achieve this momentum point compared to 2% of the general students. Student athletes attempted an average of 32.1 units in their first year and successfully completed 23.3 units.
2. Full time status: 75% of student athletes maintained full-time status compared to 11% of general students.

## Financial Aid

The Financial Aid Office is in the midst adopting major technological changes that have had sweeping effects on every area of its process. These additions include a new paperless verification system that introduced a mobile-first approach into the financial aid process. Students can use their phones to view their financial aid requirements, scan and upload documents, view their award, and even receive text message alerts from Financial Aid.

Students have increased their engagement with Financial Aid information through Financial Aid Literacy workshops, on-campus advising sessions, and the new Financial Aid chatbot, which is available 24/7 on the Financial Aid website. This chatbot will help students have



access to the answers they need whenever they need it. Financial Aid has also created new social media channels and become more active on existing ones to add this engagement. All of these approaches, whether the chatbot or social media, will help students understand what they need to know and stay on the path. In the past 12 months, students have access Bakersfield College chatbot 7,426 times.

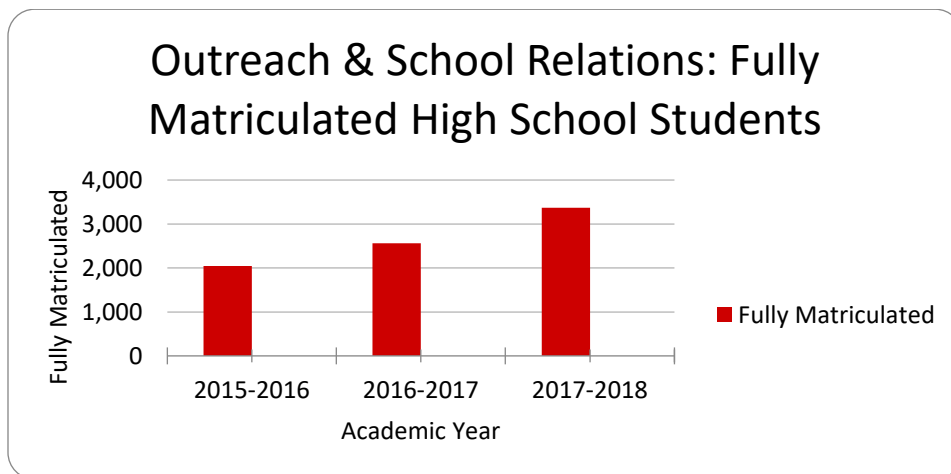
### Outreach and School Relations

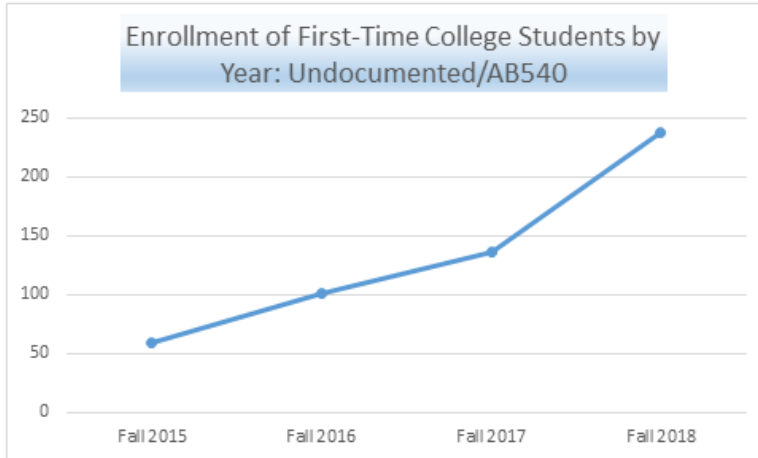
Outreach and School Relations continues to provide access to first-time students which includes underrepresented students in the Kern High School District as well as the rural area high schools. Outreach staff and student ambassadors are trained to provide onboarding services to all first-time students interested in one of the 10 guided pathways and academic programs. The department provides intrusive onboarding services for the Dual Enrollment, Inmate Scholars Program, and AB 540 students. By providing accurate and relevant information during the onboarding process, students will have a better understanding of their selected educational pathway during the post application process. Student success will continue to improve for those entering and staying on the path during the onboarding process.

The following three charts show some of the ways the Outreach and School Relations office have carried out its mission over the past year.

#### Summary of high school workshops

Workshop	Total Workshops	Students Attended	% of Students Attended change from 16-17
Application	47	3,309	120% (1,505)
Orientation	43	3,477	172% (1,274)
Assessment	60	3,710	140% (1,540)
NSW & ASEP	47	3,130	168% (1,167)
Registration	5	2,386	250% (682)
Totals	203	16,026	140% (6,663)





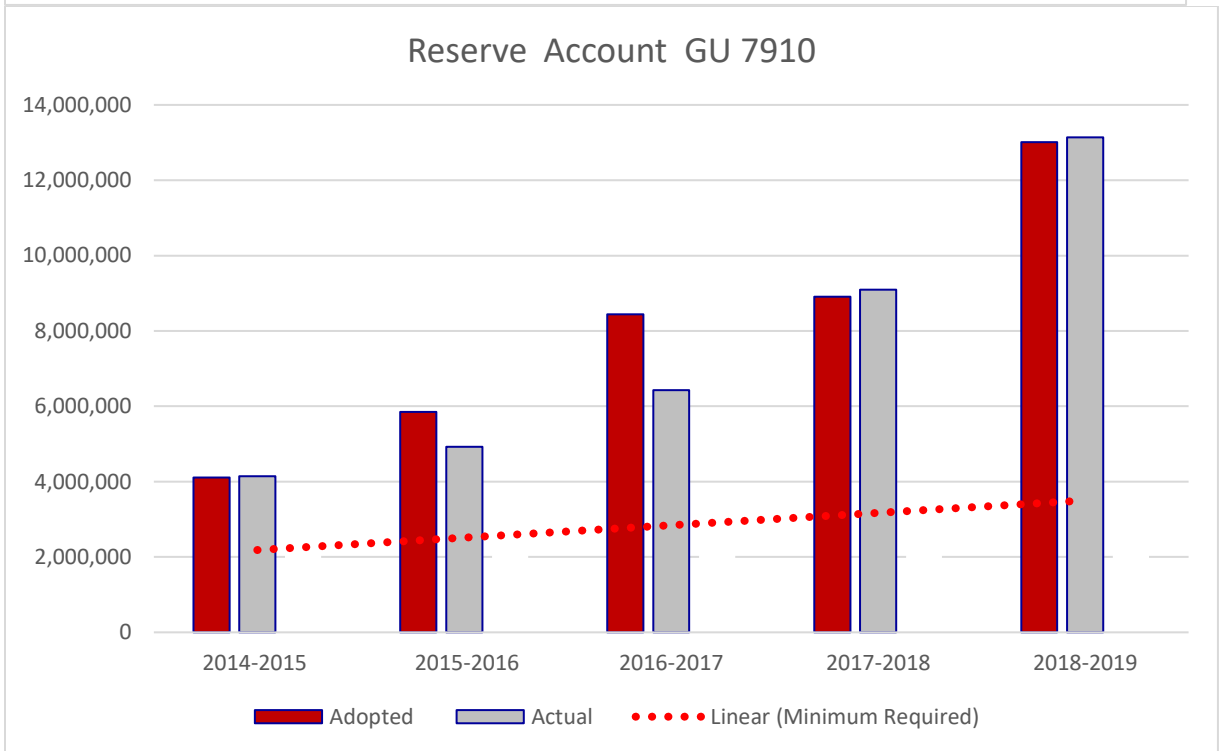
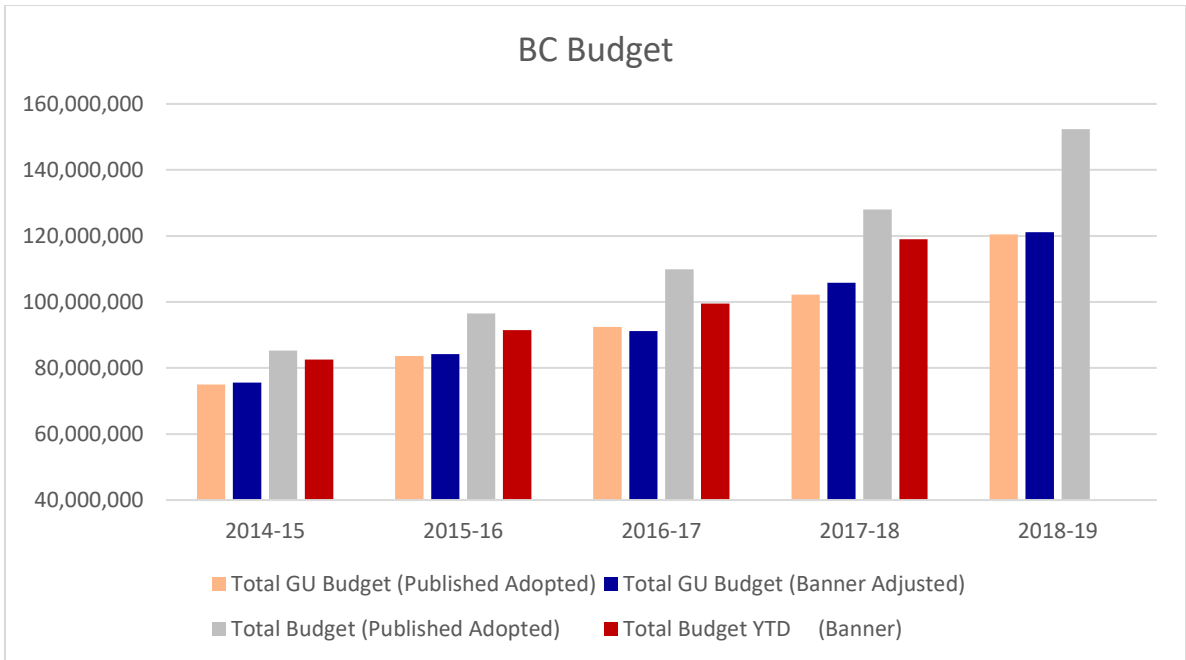
### Section III: Administrative Services

#### Budget and Finance

The budget tables below show a growth trend over the past three years. There is an increase in general fund (GU) and a significant increase in restricted funds (RP). Given the unknown uncertainty of the new state budget allocation model, KCCD used the 2017-18 allocations as the base for the FY2018-19 budget.

The variation in the Total GU Budget (Published Adopted) and Total GU budget (Banner Adjusted) for 2016-17 is due to a carryover error that was corrected after the adopted budget was published and is reflected in the Banner Adjusted total.

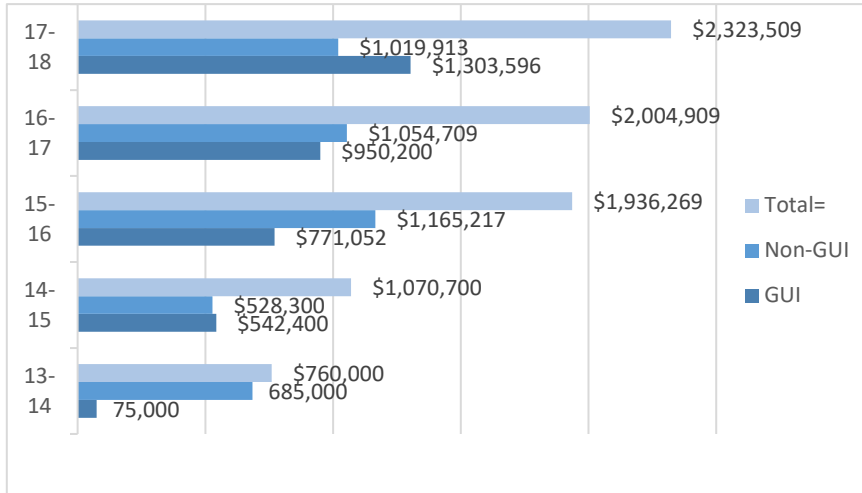
Fiscal Period	2014-15	2015-16	2016-17	2017-18	2018-19
Total GU Budget (Published Adopted)	74,983,068	83,600,477	92,452,895	102,220,602	120,486,762
Total GU Budget (Banner Adjusted)	75,573,666	84,202,133	91,175,688	105,793,490	121,129,733
TOTAL BUDGET (Published Adopted)	85,243,667	96,537,761	109,855,259	127,984,822	152,361,535
TOTAL BUDGET YTD (Banner)	82,575,615	91,446,721	99,493,632	118,986,605	



The chart directly above shows the longitudinal trend of the adopted vs. actual reserves with 2018-19 adopted budget reserves. The reserves indicate a continual compliance to board policy. These reserves are well within the prescribed KCCD Board of Trustees minimum of 3% (line on graph) based upon the projected unrestricted expenditures (KCCD Business Services 3A1A6).

## Technology Support Services

Academic year 2017-2018 was a great year for technology at Bakersfield College. The college spent \$2.3 million on a wide variety of campus projects. Of the money spent, over half came from non-general fund dollars. The graph below shows the expenses over the last five years and demonstrates the financial commitment to support and improve the technology at Bakersfield College.



In an ongoing effort to help our students, faculty, and staff perform their tasks and responsibilities more efficiently, Technology Support Services utilizes a helpdesk system for reporting technology problems. The chart below highlights the number of Help Desk tickets submitted for each month of this calendar year. On average, 75% of tickets close within 2 weeks, and 90% within 90 days, which demonstrates Technology Support Services' ability to respond to and resolve the myriad technology issues that occur each month.

### Number of tickets created monthly for calendar year 2018

Campus	01/2018	02/2018	03/2018	04/2018	05/2018	06/2018	07/2018	08/2018	09/2018	10/2018	Total
Bakersfield Campus	870	490	582	793	581	637	635	1242	832	726	7388
Bakersfield Southwest Campus	0	0	0	0	0	4	5	9	10	13	41
Delano Center	26	16	20	15	23	17	15	45	34	38	249
Weill Institute	1	1	0	1	1	2	1	3	4	1	15

There are some unique higher-support areas, such as the industrial automation lab, the engineering labs, and the nursing skills labs, which require our technicians to invest more time researching and learning about in order to provide the needed support for these areas. Some of the accomplishments made by Technology Support Services this year were:

- Office moves (both for Measure J, summer construction/maintenance projects, and general moves)
- Accreditation – contributions to the ISER and work done in preparation to support the visiting team.
- Back-end network improvements that improve the security of our network.
- Technology support for the big events like commencement, Opening Day, and Closing Day.
- The initial deployment of Windows 10 to labs on campus and beginning to deploy to staff and faculty.
- Support for BC Southwest and the dual enrollment classrooms as part of RIDE.

- Video production project for the Guided Pathways initiative.
- The hiring of four replacement and new positions within the department.
- The expansion and upgrade of the campus Wi-Fi infrastructure for Delano and the Main campus.

### Department of Public Safety

The Bakersfield College Department of Public Safety provides safety and security for five campuses: Panorama Campus, Weill Institute Campus, Delano Timmins Campus, RFK High School in Delano and the newly established Southwest Campus in Bakersfield. In addition, there are eight other sites across Kern County where Bakersfield College rents facilities for our outreach students in Arvin, Bakersfield, Delano, McFarland, Shafter and Wasco that the department is responsible to respond to in the event of an emergency.

In the 2017-2018 academic year, Public Safety Office provided the following services:

- Phone Calls Received: 10,000 +
- Walk-in Traffic: 10,000 +
- DSPS Mobility Cart Rides: 4,012
- Officer Calls for Service: 4,408
- Background Checks Other Agencies: 256

### Facilities and Maintenance and Operations

The Facilities and Maintenance and Operations (M&O) department was supported by the Governor's 2017-18 budget and \$370,000 in scheduled maintenance and repair funds. These additional funds have allowed BC to address major program review projects.

Moving forward the Maintenance & Operations department is looking to balance a heavy workload and large amounts of projects slated to take place on our campus. Over the next year, we will begin 6 Scheduled Maintenance Projects and 15 General Budget or Grant Funded Projects. On average, the M&O Department completes around 6,200 work orders a year ranging from minor repairs to major campus improvements.

The implementation of Measure J has begun on campus with 14 projects beginning in some phase. The transformation of our campus for the next 60 years will begin and major changes will be seen over the next 10 years ranging from construction of new buildings, renovations of buildings, and major repairs to our campus infrastructure. All parking lots on campus were replaced this past year marking completion of the first Measure J funded project. Construction of the Veterans Resource Center and the new Campus Center Buildings have begun and are set for completion the following year. We are in the process of designing the new science building, gym, and renovations to Memorial Stadium and look forward to sharing these plans with the campus.

## Section IV: Challenges and Opportunities

In reviewing the challenges identified in the 2013, 2014, 2015 and 2016 State of the College Reports submitted to the Chancellor and the Board to Trustees, it appears that one of the four issues continue to be a challenge: Processes that are not timely and affect efficiency and overly focused on “risk management.”

Chancellor Burke in his first year has already indicated an interest to solve these challenges.

Areas that still need improvement:

***Confusion on the roles and responsibilities at the college level and the district level:***

The district provides services in four primary areas: Finance, Facilities, Educational Services, and Human Resources. For the most part, the two areas of Finance and Facilities work well but this is not the case with Human Resources. In Human Resources, the fundamental structure needs to be revisited to promote efficiency and effectiveness. Procedures need to facilitate timely decision. Further job descriptions and compensations for management positions need to reflect the scope of authority and responsibility that is appropriate for each of the positions at each of the colleges.

Finally, the existing bureaucracy with its levels of approval does not facilitate timely processing of work. This appears to be a systems and communications issue as well as lack of clarity on authority and responsibility. What is the role of the district service functions and what is the role of the administrative structure of the college in making decisions?

***Adding resources to risk management:*** With the hiring of more personnel at the District Office for Risk Management there are numerous examples of issues being stirred and precious districtwide resources being invested in “hunting” for risk. The whole mindset and effectiveness of “risk management” must be addressed and resources need to be deployed closest to the work being done so that those individuals responsible for the work are equipped with managing risk.

Section V: Institutional Priorities

**2018-2021 STRATEGIC DIRECTIONS FOR BAKERSFIELD COLLEGE**

**Student Learning**

*A commitment to provide a holistic education that develops curiosity, inquiry, and empowered learners.*

**Student Progression and Completion**

*A commitment to eliminate barriers that cause students difficulties in completing their educational goals.*

**Facilities and Technology**

*A commitment to improve the maintenance of all facilities, technology, and infrastructure and implement Measure J funding to build a better BC.*

**Leadership and Engagement**

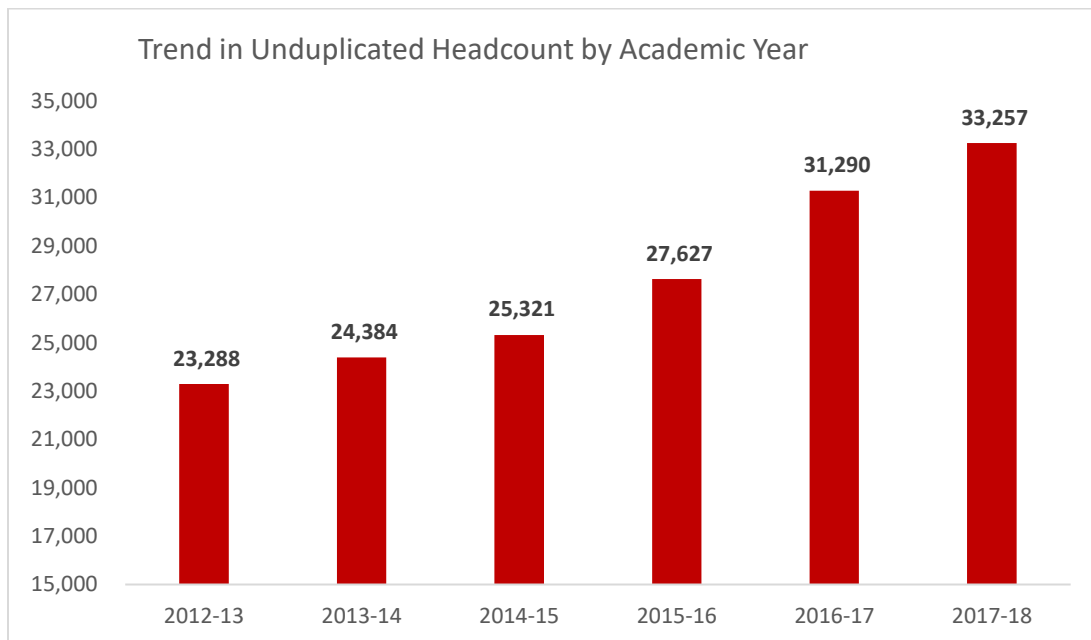
*A commitment to build leadership within the College and engagement with the community.*

## Data Appendix

**Mission Statement:** *Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.*

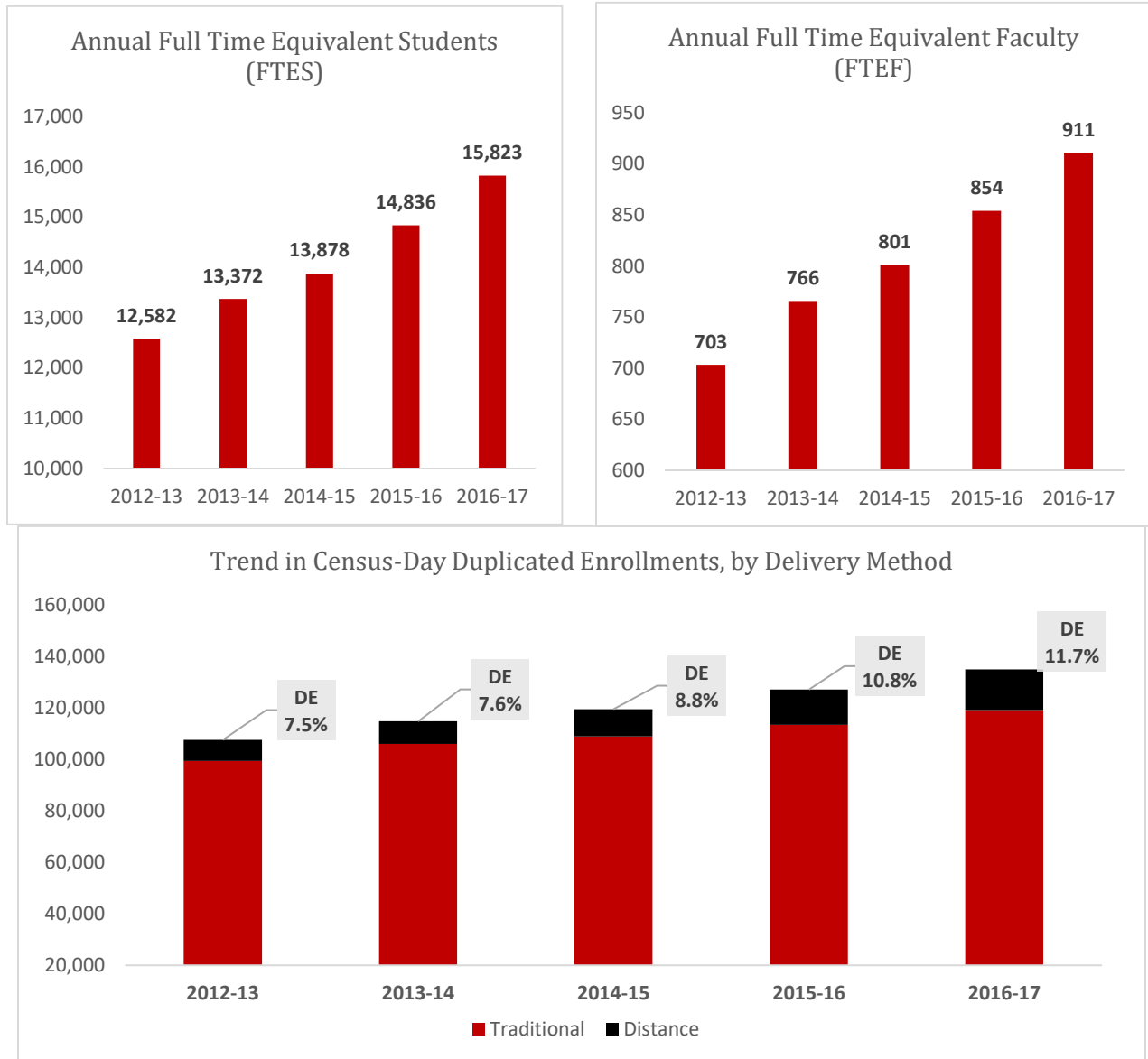
### Our Students

Bakersfield College (BC) is committed to serving the diverse economic, cultural, and educational backgrounds within our community. BC's annual unduplicated headcount continues to increase.





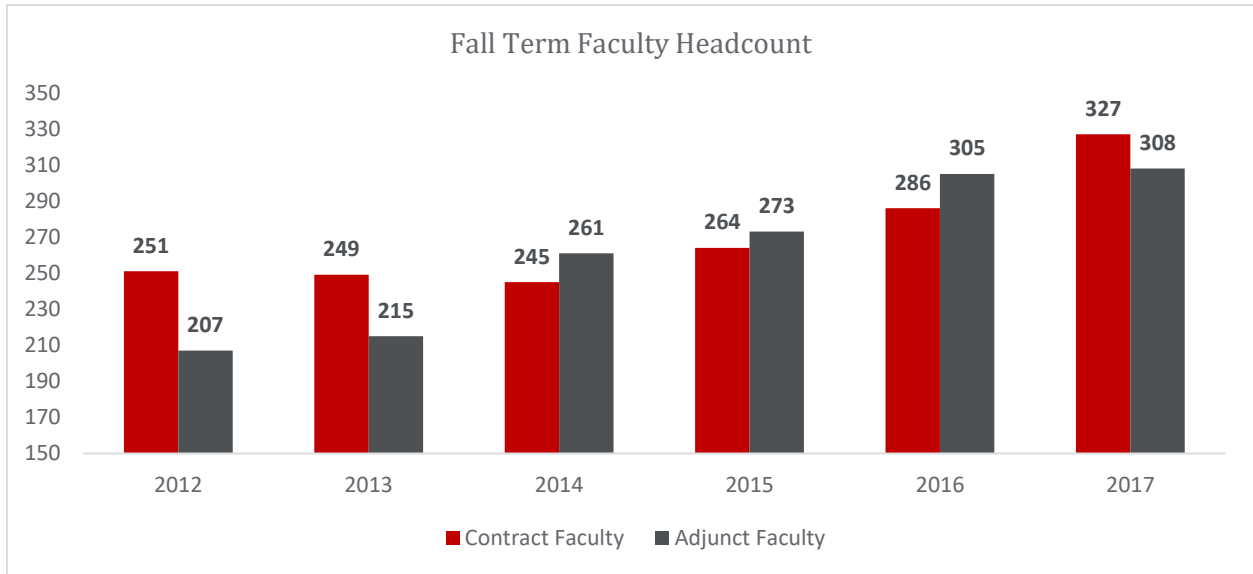
BC has also expanded distance education (DE) enrollments to serve the diverse needs of students.



Significantly, the proportion of students enrolling in distance education relative to all enrollments has steadily increased over the past five years from 7.5% to 11.7%.

As BC's annual Full-Time Equivalent Students (FTES) has increased over the past five years, so, too, has the annual Full-Time Equivalent Faculty (FTEF), thanks to large increases in the hiring of contract faculty in the past five years.

While the numbers of contract faculty and adjunct faculty have been relatively close for some time, in fall 2017 the number of contract faculty surpassed the number of adjunct faculty.



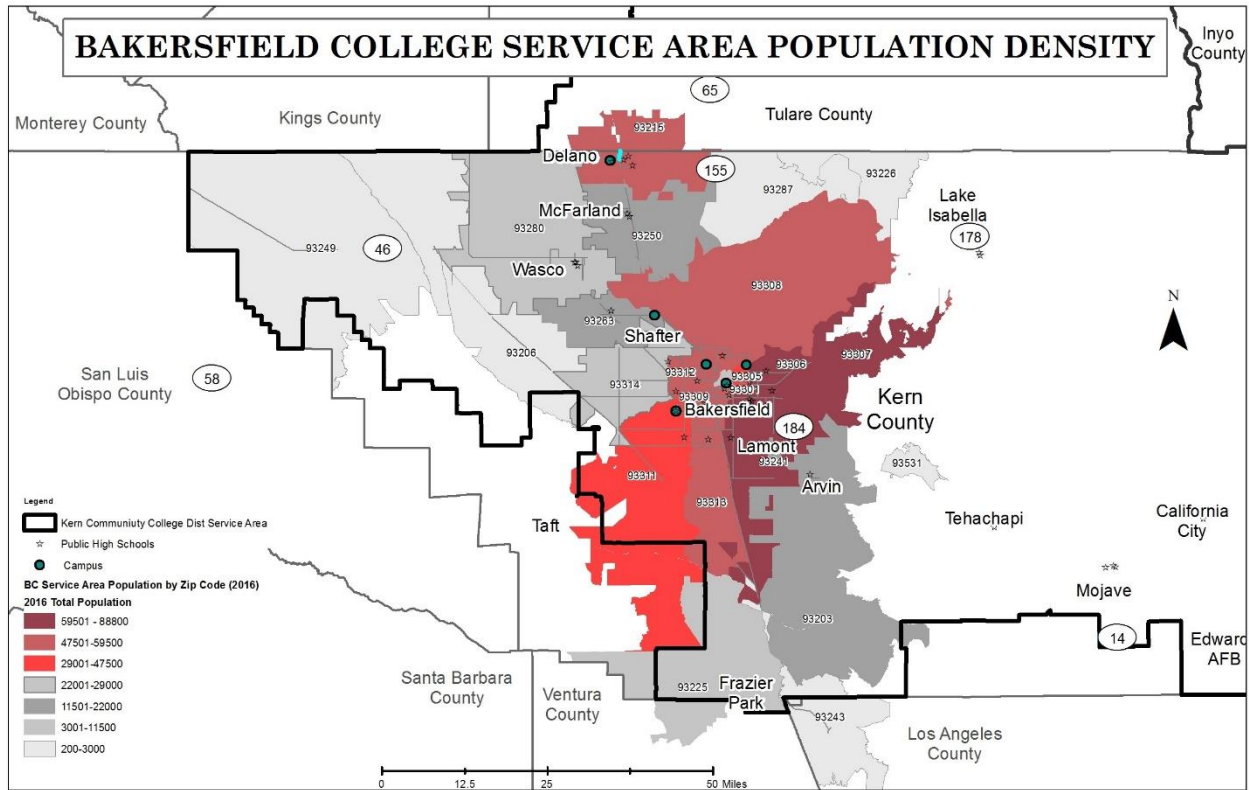
## Our Community

The population of BC's service area is projected to increase at an annual rate of 1.14% between 2016 and 2021.

**Table 1. Census Place Population Trends in the BC Service Area**

Source: ESRI/Cambridge West

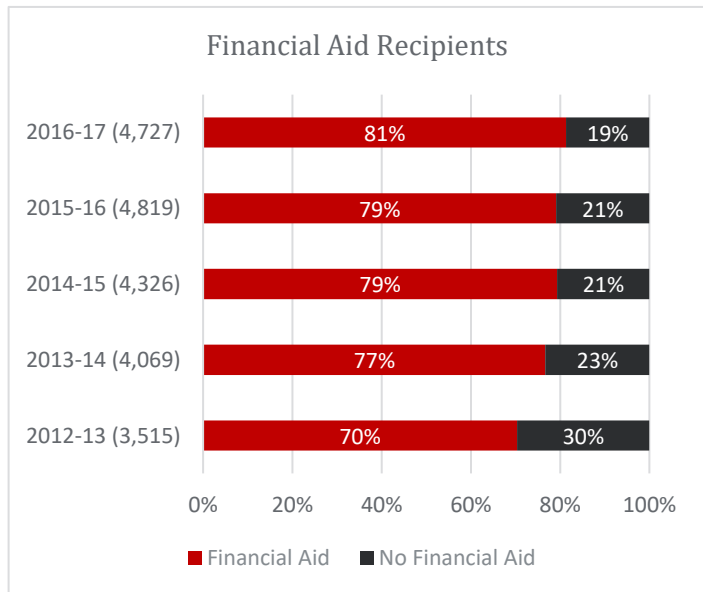
	2000	2010	2016	2021	2016-21 Annual Rate of Change	2000-16 % Change	2010-21 % Change
<i>Assigned Service Area</i>	<b>530,688</b>	<b>689,951</b>	<b>736,458</b>	<b>779,322</b>	<b>1.14%</b>	<b>38.8%</b>	<b>13.0%</b>
<i>City of Arvin</i>	13,887	19,304	20,475	21,472	0.96%	47.4%	11.2%
<i>City of Bakersfield</i>	253,569	347,514	376,151	399,702	1.22%	48.3%	15.0%
<i>City of Delano</i>	40,036	53,041	52,478	54,382	0.61%	31.8%	2.5%
<i>Lamont CDP</i>	13,301	15,120	15,333	15,744	0.53%	15.3%	4.1%
<i>Lost Hills CDP</i>	2,085	2,412	2,501	2,594	0.73%	20.0%	7.5%
<i>City of McFarland</i>	9,932	12,707	14,227	15,440	1.65%	43.2%	21.5%
<i>City of Shafter</i>	13,045	16,988	18,310	19,480	1.25%	40.4%	14.7%
<i>City of Wasco</i>	21,604	25,545	26,283	27,897	1.20%	21.7%	9.2%
<i>Kern County</i>	661,649	839,631	888,823	937,729	1.08%	34.3%	11.7%
<i>Delano Cluster</i>	62,771	80,739	82,757	86,315	0.85%	31.8%	6.9%
<i>Northwest Cluster</i>	38,028	46,631	48,976	52,090	1.24%	28.8%	11.7%
<i>South Cluster</i>	30,131	37,914	39,318	40,796	0.74%	30.5%	7.6%



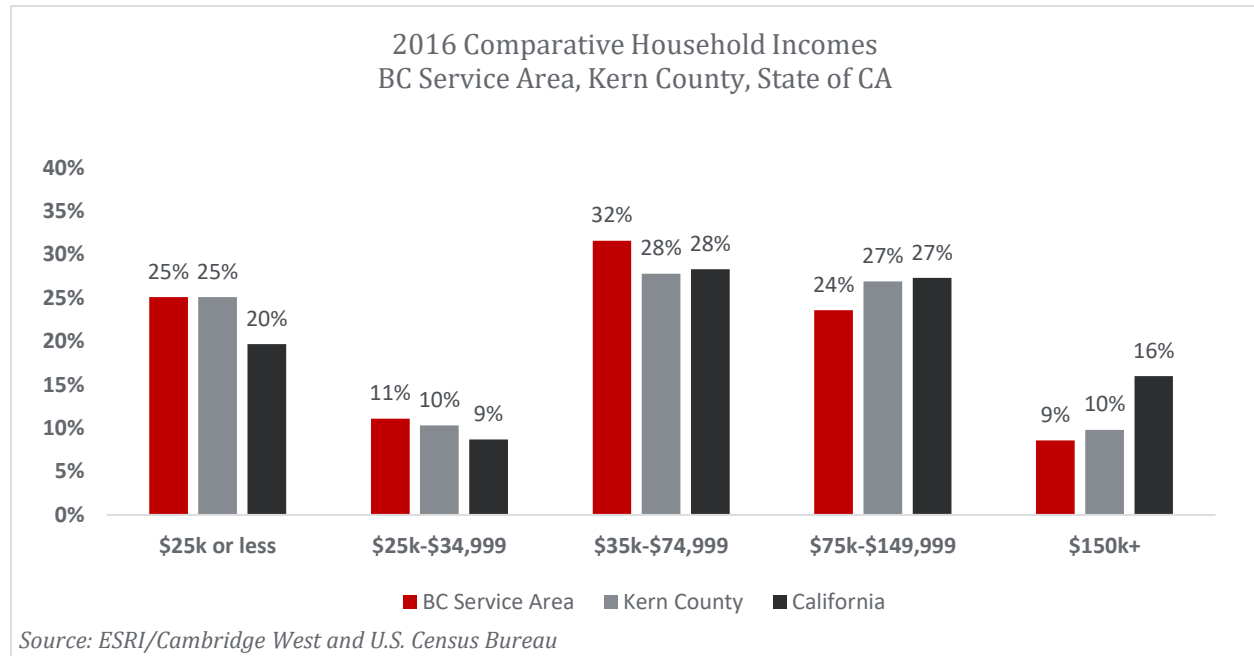
### Diverse Economic Backgrounds

Though Bakersfield College’s students come from diverse economic backgrounds, the majority of BC students are low-income, first generation students who rely on financial aid. This is reflected in how household incomes in BC’s service area compare to California (see figure below). One quarter of households in BC’s service area have an income of \$25,000 or less; a large portion of those in Bakersfield College’s service area live below the poverty line.

In 2016-17, 81% of BC students received financial aid. This is a 15.7% increase since 2012-13.

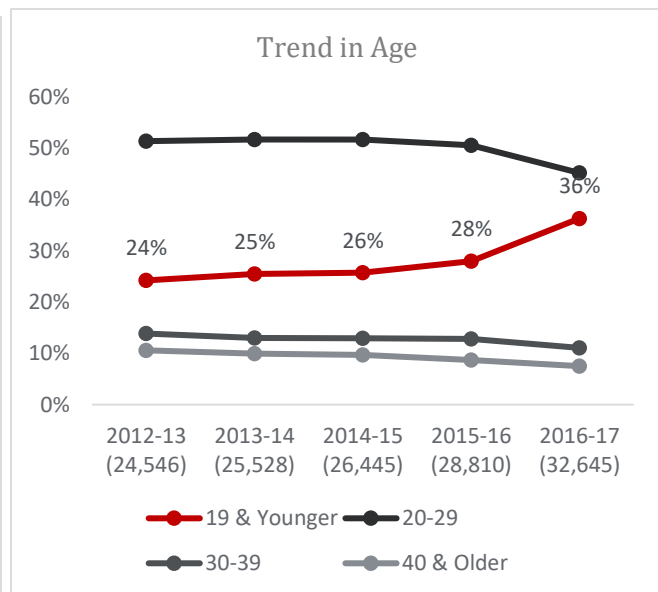
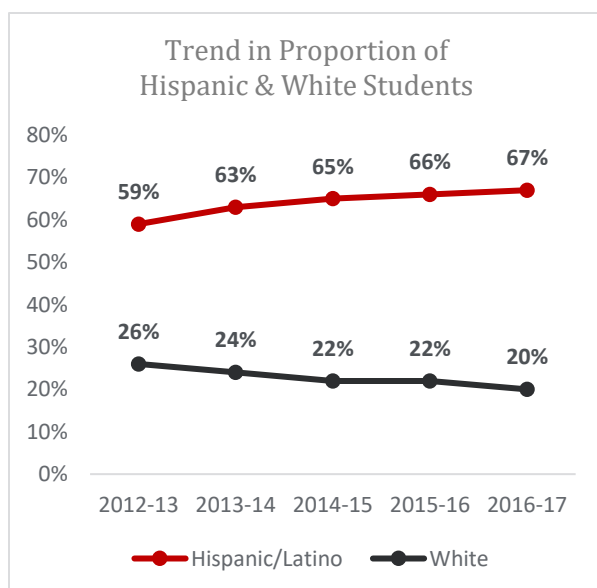


More students are accessing Bakersfield College’s programs, and BC is working hard to remove financial barriers by awarding financial aid, pursuing additional funding support, and providing supplemental support like the Renegade Pantry to address food insecurity.



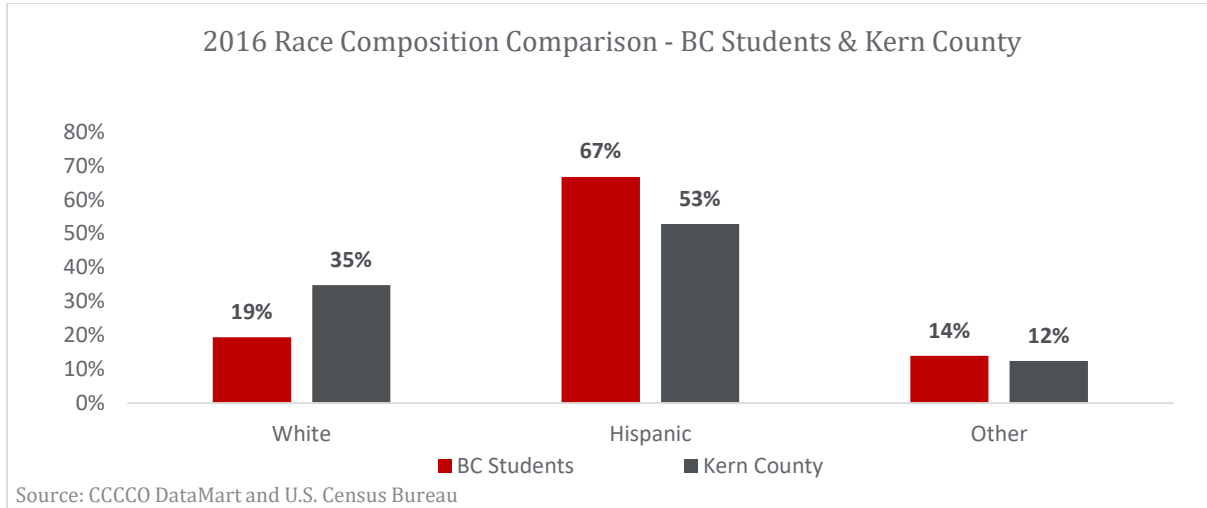
## Demographics

For the past five years, BC’s student body has consistently comprised 55% female, 44% male, and 1% unknown, or not reported. The 19 and younger age range is increasing compared to other age groups. This trend is evidence of BC’s recent efforts to expand dual and concurrent enrollment efforts and improve outreach and high school matriculation strategies, thereby improving the K-12 to higher education pipeline through efforts such as the Student Success & Support Program (SSSP), The Kern Promise, and the college’s equity-driven Rural Initiatives.



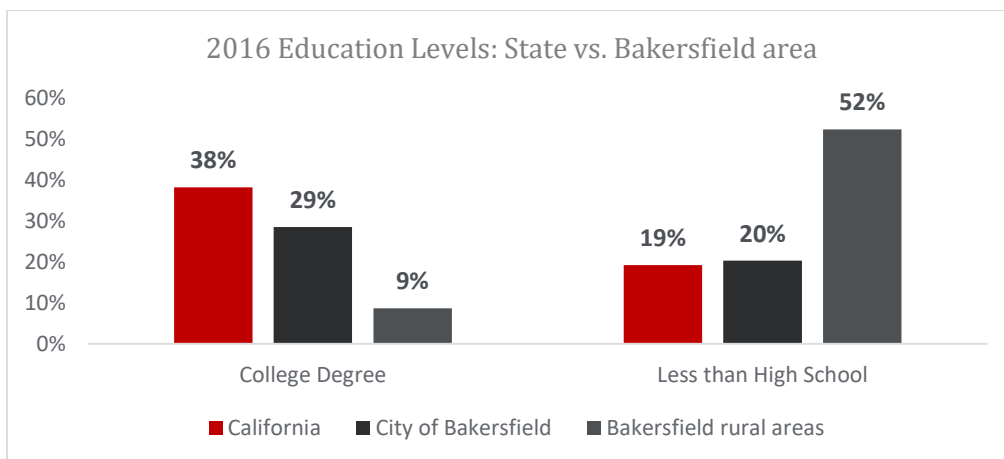
## Diversity

Bakersfield College's population represents the diverse communities we serve, with Hispanic/Latino students representing the majority of students enrolling at the college. Hispanic/Latino student enrollment has been increasing steadily from 59% to 67% over the past five years. In that time, the college has opened several centers and established multiple agreements with high schools in rural communities. BC has also been officially designated as a Hispanic-Serving Institution by the federal government.



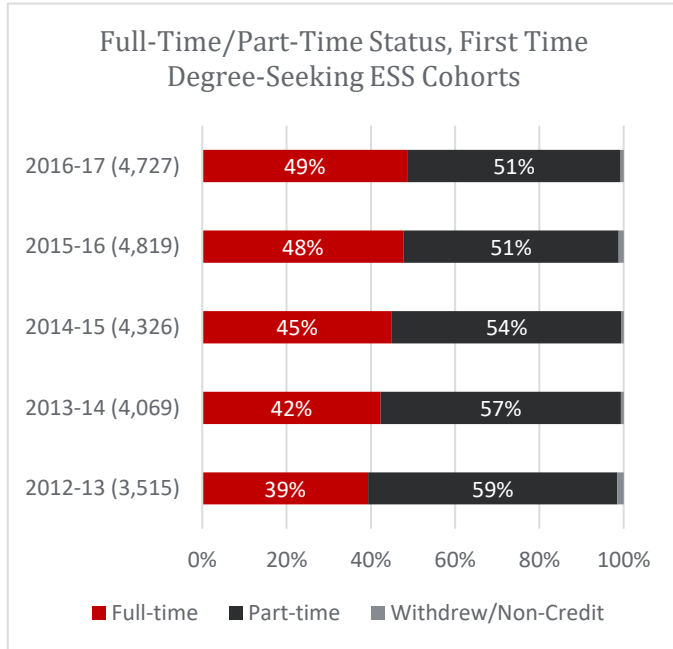
## Educational Backgrounds

Attainment of a college degree or credential is critical to the economic advancement of individuals across the state and this is certainly true of those in the communities served by Bakersfield College. As shown in the figure below, within Bakersfield's city limits, attainment of a college degree is markedly lower than the average for all of California (29% vs. 38%). However, degree attainment in the surrounding rural areas (Delano, South West, and North West cluster) is even lower (9% vs. 38%), just a fraction of the statewide average. These extremely low levels of education underscore the critical urgency of BC's mission to "provide opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates". Additionally, the majority of individuals in BC's rural areas have less than a high school education.



**Elements of Student Success**

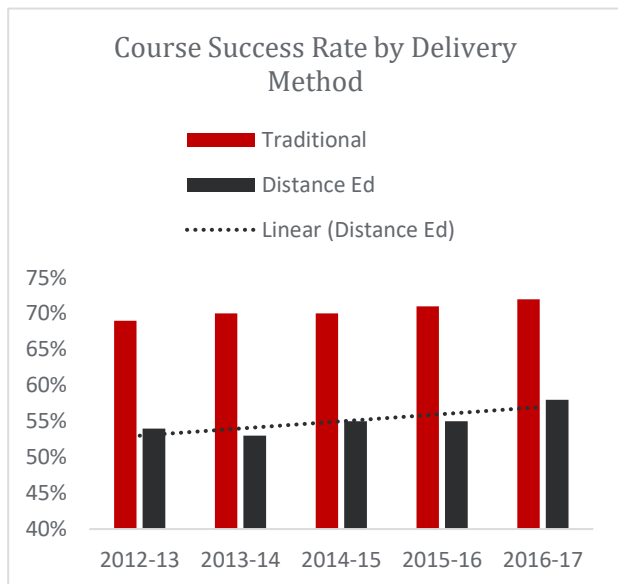
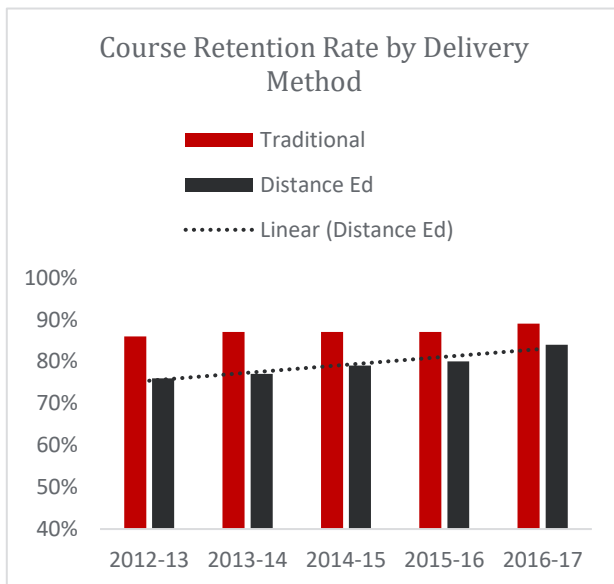
BC tracks cohorts of first-time, degree-seeking students who begin each fall term. These groups of students are referred to as the *Elements of Student Success (ESS) cohorts*. A degree-seeking student is defined as a student who has declared a goal of transfer or degree/certificate completion. Students are also included if, in their first fall term, they enroll in a degree-applicable course or in a CTE course coded as “clearly occupational” or higher. Transfer-in students are not included but students previously enrolled as concurrent high school students and students enrolled during the preceding summer who subsequently enrolled in the fall term are included.



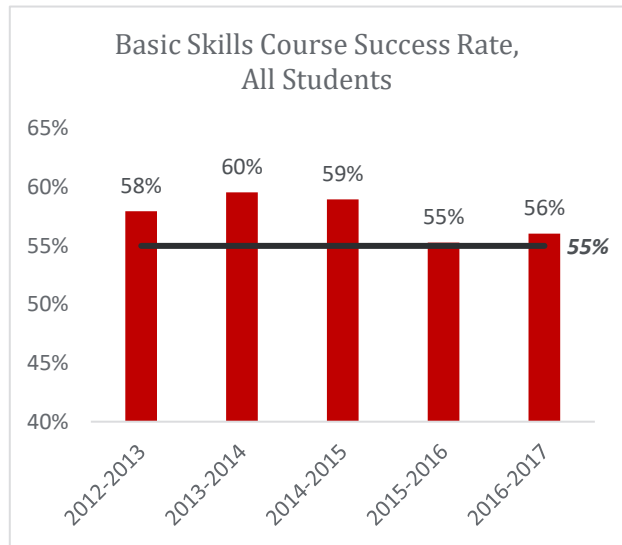
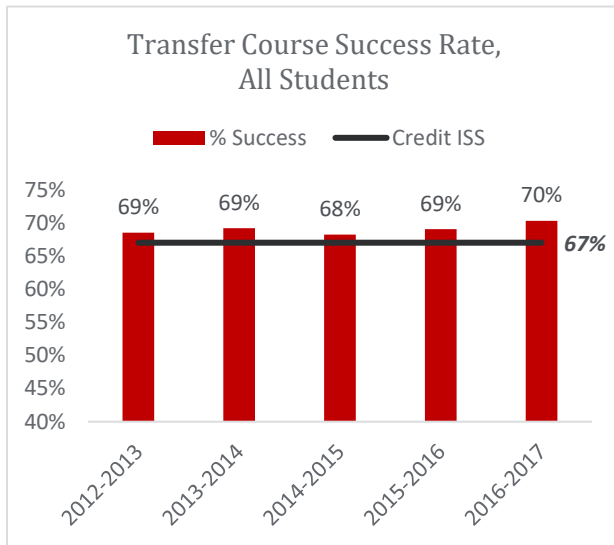
A large percentage of ESS students are enrolled in 12 or more units in their first term. The percentage has been increasing steadily over the past five years from 39% to 49%.

**Course Retention & Success**

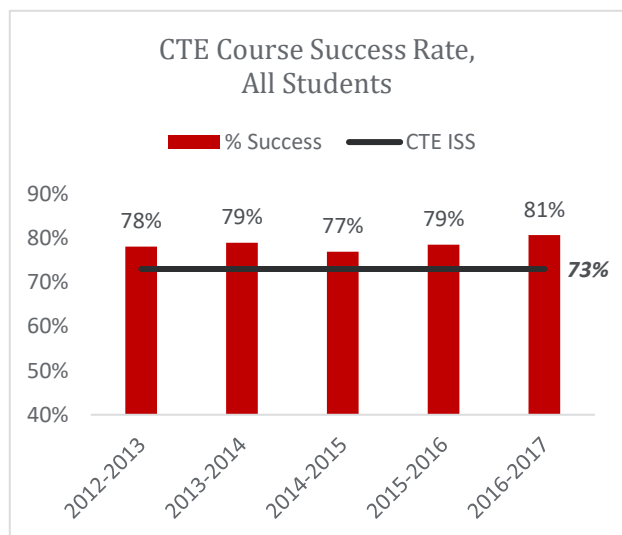
BC’s success in providing opportunities for students to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer can be observed through a variety of metrics, including course retention and course success. We disaggregate retention and success by several factors, including delivery method (online vs. traditional). Though retention and success has been increasing for students in both modalities, we continue to see students in traditional, face-to-face courses consistently achieving higher success rates than those in online or DE courses.



Since 2015, BC has been applying multiple measures of assessment criteria to place more students in college- and transfer-level coursework. Even with this shift, the college has maintained its success rates in transfer-level courses.

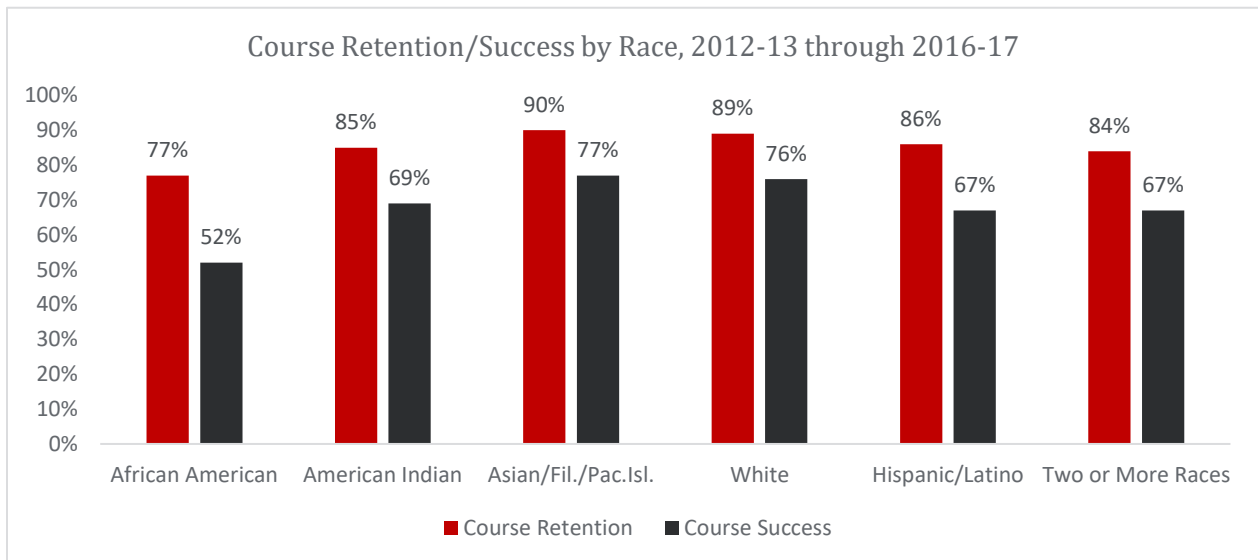
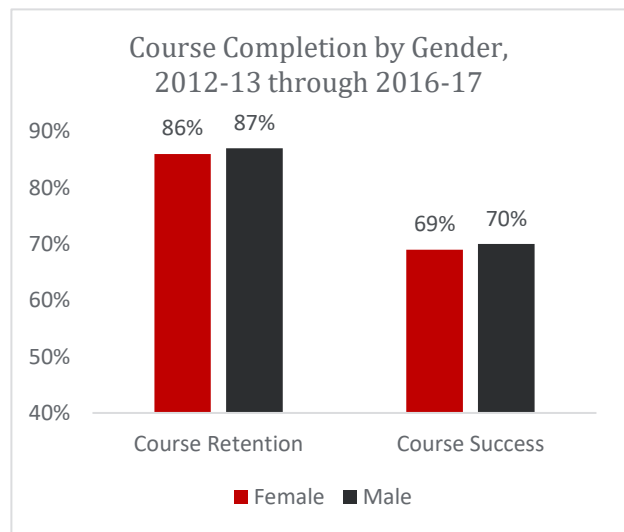
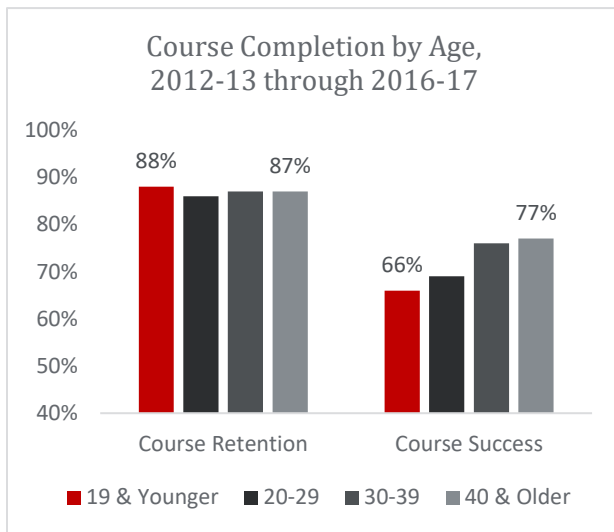


Success rates in Career & Technical Education (CTE) courses have increased over the past five years. Many students at BC declare a CTE pathway upon enrollment, with popular fields including Nursing & Allied Health, Welding, and Fire Technology.



Recent categorical funds have enabled the college to expand in-demand course and program offerings in CTE to include areas like Health Information Technology in order to meet industry needs.

Campus-wide, course retention rates have improved from 85% in 2012-13 to 89% in 2016-17. Similarly, course success rates have climbed from 68% to 71% campus-wide in the same period. Data that course success rates are highest among those students ages 40 and older, though course retention holds steady for all age groups. Women and men share similar course retention and success rates overall,

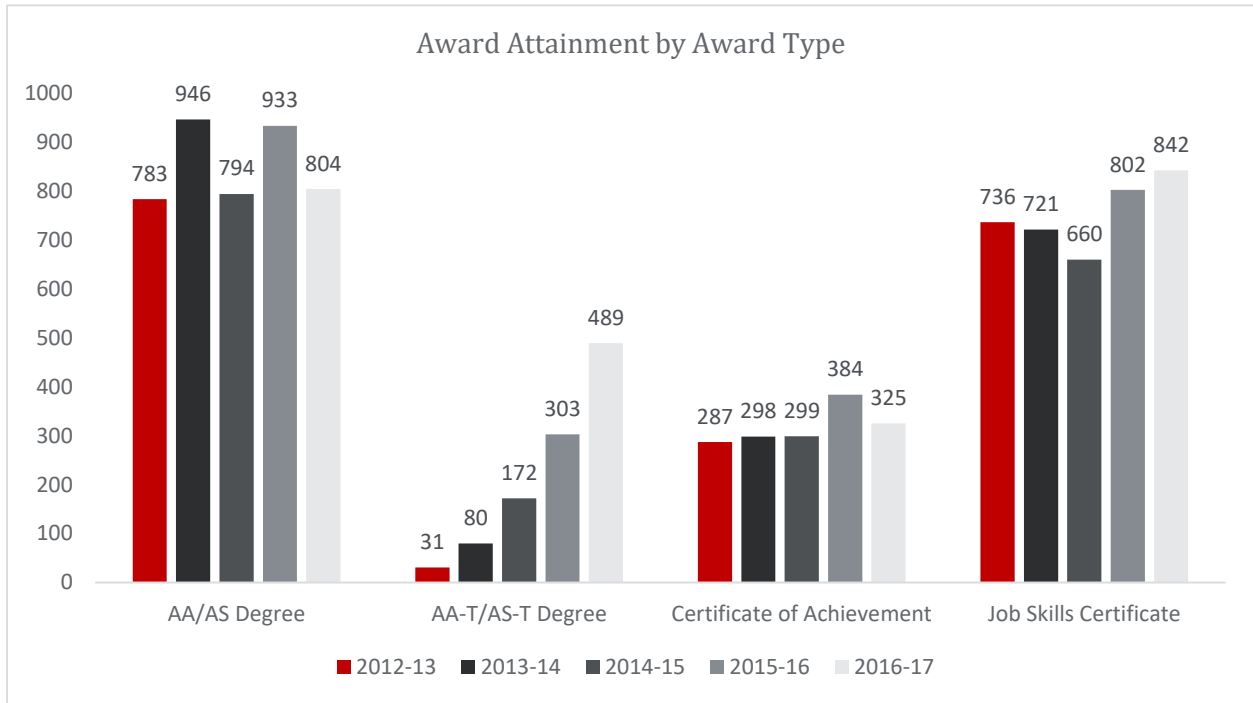


Disaggregating course retention and success by race is critical in understanding and addressing persistent equity gaps on campus. The largest gaps in course retention and success are among African American students with White students and Asian/Filipino/Pacific Islander students serving as the comparison group. To address this, Bakersfield College has implemented a robust African American Initiatives, including a Completion Coaching Community, an award-winning African American Mentor Program, and Umoja Learning Community.

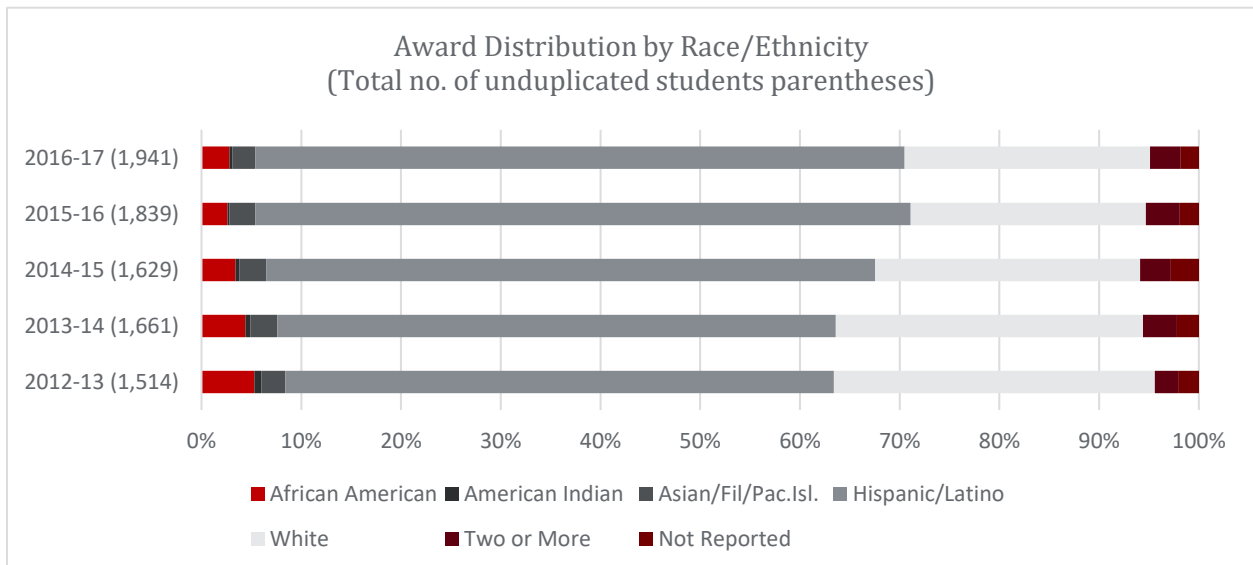


## Completion and Awards

Since the passage of Senate Bill 1440 legislating Associate Degrees for Transfer (ADT), Bakersfield College has developed and begun offering 30 ADT pathways, and the number of ADT completers has grown significantly since 2012-13 from 31 to 489 in 2016-17 – a more than 1,400% increase in five years. In 2016-17, BC awarded more degrees and certificates than ever before and is on track to set another record in 2017-2018.



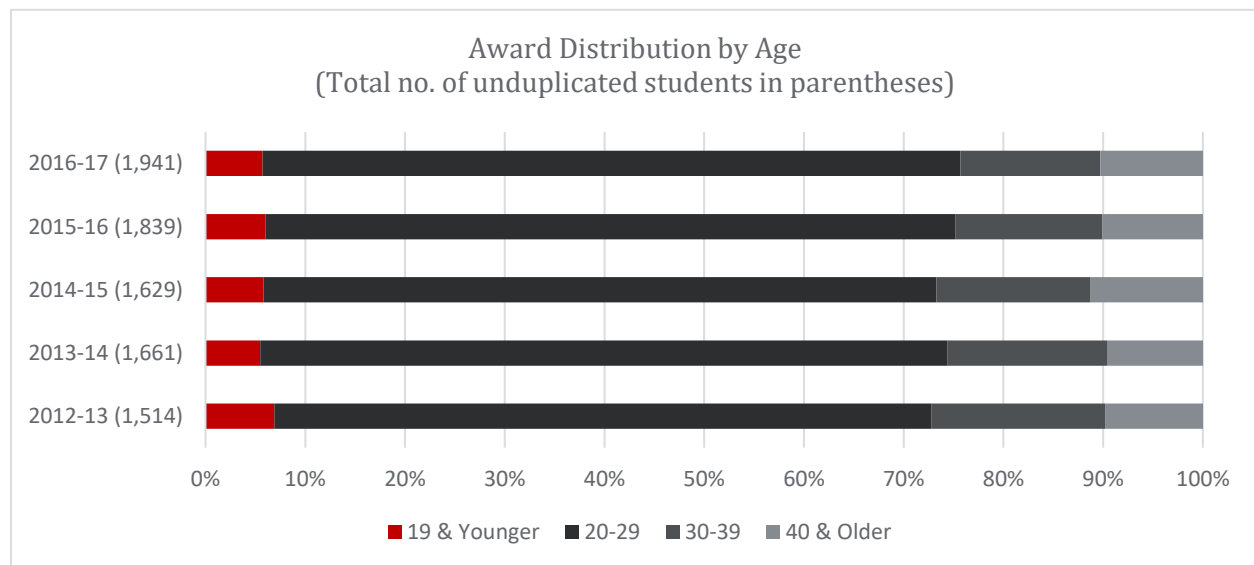
Bakersfield College's award distribution by race shows a growth in awards distributed to Hispanic/Latino students over time that corresponds with the growing enrollment of this student population.



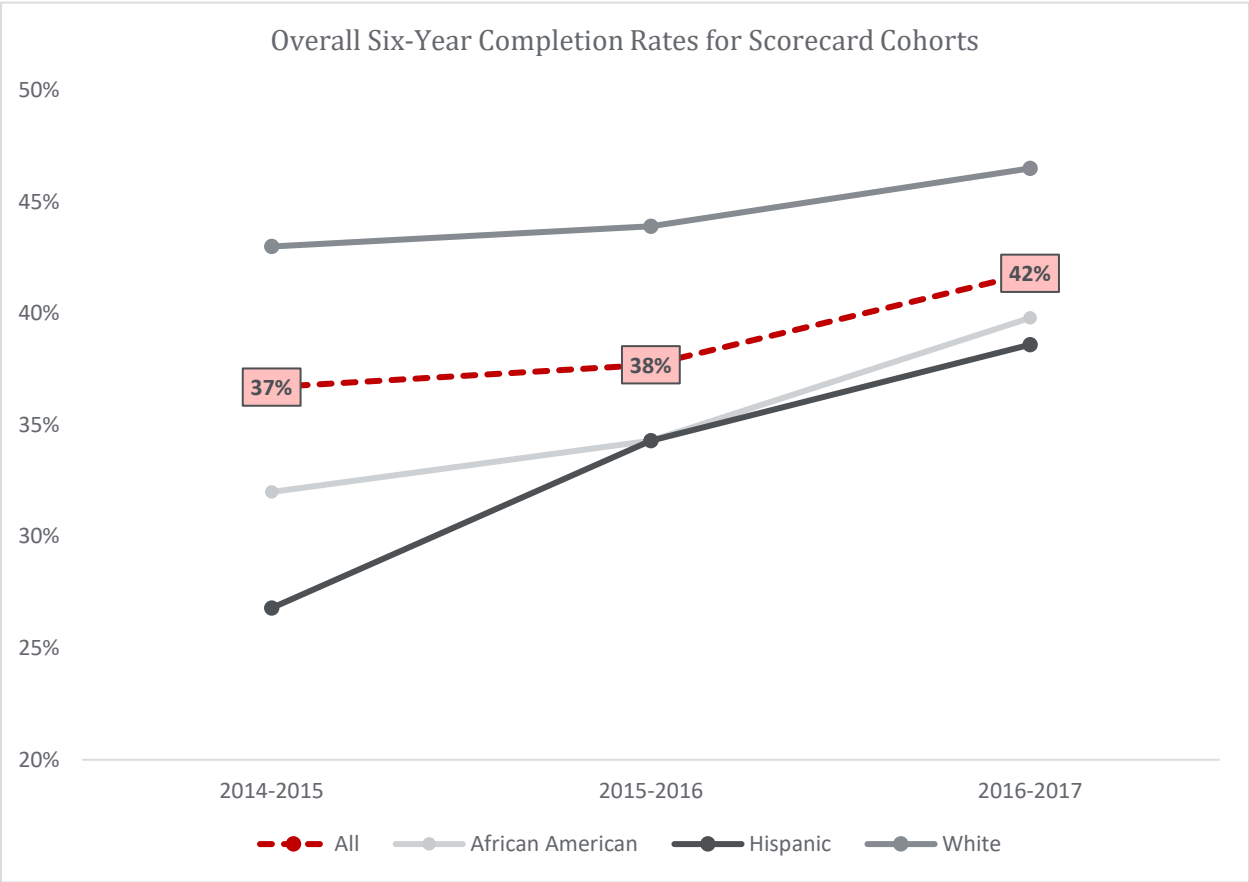
Overall, more women earn awards from Bakersfield College than men, though the distribution was more even in 2016-17 than in prior years (60% vs. 40%)

Gender	2012-13 (1,514)	2013-14 (1,661)	2014-15 (1,629)	2015-16 (1,839)	2016-17 (1,941)
Female	63%	64%	65%	65%	60%
Male	37%	36%	35%	36%	40%

A large majority (70%) of Bakersfield College awardees are between the ages of 20 and 29; the next largest group of awardees is students between the ages of 30 and 39 (14%).

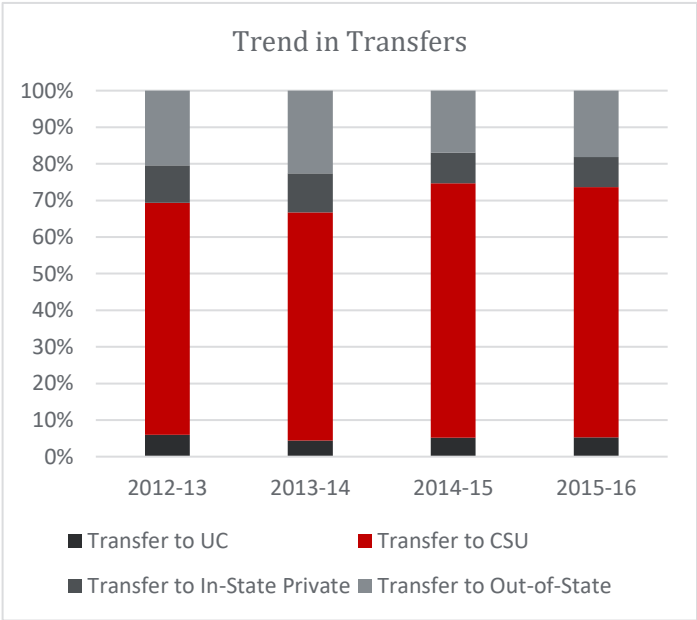


The completion rates of Bakersfield College's Scorecard cohorts, shown in the figure below, have trended upward over the past three years to a new high of 42% for the latest cohort. Disaggregation of completion rates by ethnicity show that though completion rates for African American and Hispanic/Latino students are improving, there is still disproportionate impact on this metric.



**Transfer**

Kern County’s baccalaureate attainment rates trail the statewide rates substantially. BC’s focus on transfer pathways, high-touch and high-tech alignment with our major transfer partner, CSU-Bakersfield, and efforts to improve placement in and integrated academic support for transfer-level courses has led to larger numbers of students transferring to the CSU over time. The next largest transfer destination are out-of-state institutions, with relatively few students attending a University of California system school after transferring from Bakersfield College.



### Institution-Set Standards

Because of BC’s desire to create the rigorous and supportive learning environment described in our mission statement, BC has established Institution-Set Standards (ISS) for student achievement that are appropriate to the College’s mission. These mutually-agreed upon, objective metrics enable all stakeholders to have a common frame of reference. BC began setting institutional standards in 2013, even before they were required by ACCJC standards.

We use the ISS process to set both minimum performance standards and aspirational goals. In ***pursuit of continuous improvement***, BC reviews trend metrics for the past five years, revising goals upwards when they are achieved. We also have a process, developed by the Office of Institutional Effectiveness at the request of College Council, to engender further review and to develop action plans to improve outcomes if we fall below an ISS.

Analysis of BC student progress and success in degree, certificate, and transfer completion show an overall multi-year positive trend across all measures.

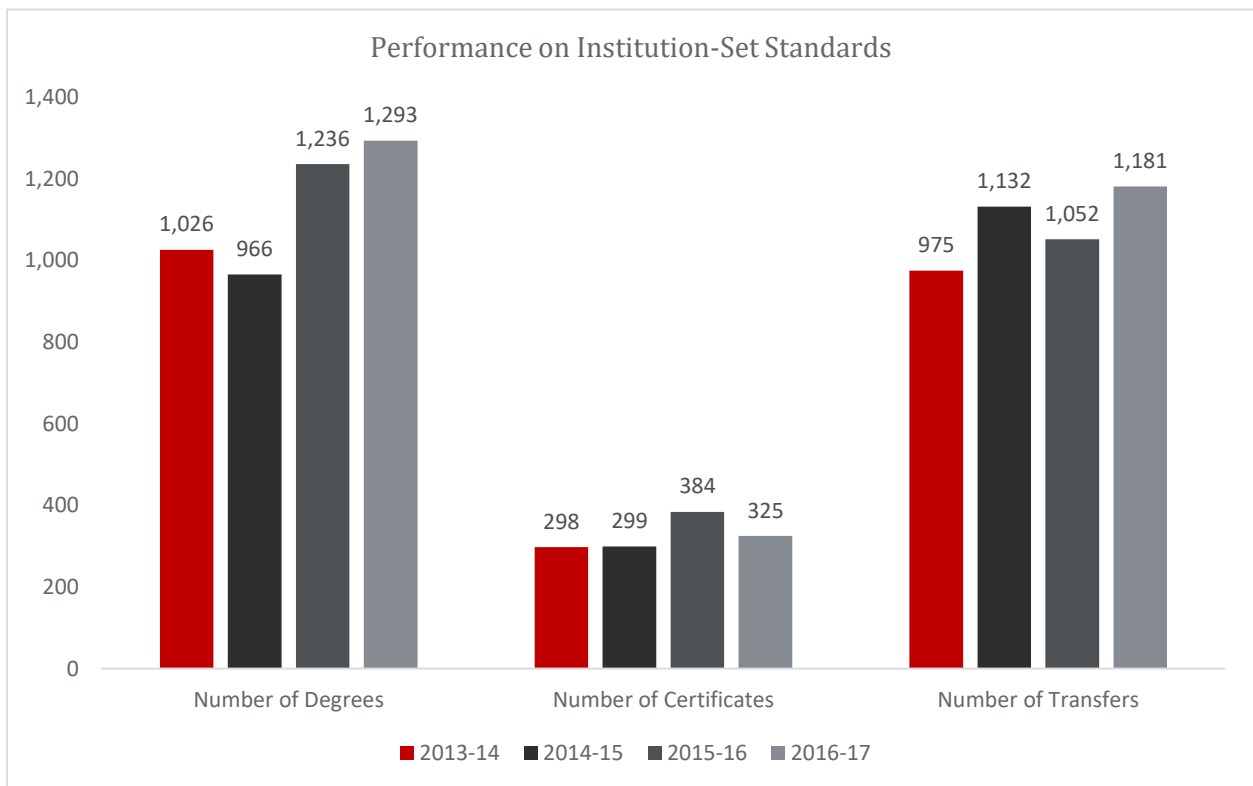


Table 2. Institution-Set Standards and Aspirational Goals

	ISS Metric	Source	2013	2014	2015	2016	2017	Institution-Set Standard	Aspirational Goal
Course Success Rates	Credit Course Success (Fall)	Data Mart	68.8%	69.0%	68.8%	69.0%	70.3%	67%	72%
	Online Course Success (Fall)	Data Mart	53.8%	52.2%	55.6%	59.4%	63.3%	52.5%	67%
	CTE Course Success (Fall)	Data Mart	76.5%	73.7%	75.5%	77.2%	78.1%	73%	77%
	Basic Skills Course Success (Fall)	Data Mart	60.9%	62.1%	55.5%	55.3%	54.4%	55%	60%
Milestones	Transfer English Achievement Yr. 1	Scorecard	20.7%	22.6%	26.3%	29.3%	NA	26%	40%
	Transfer English Achievement Yr. 2	Scorecard	36.8%	40.2%	40.2%	44.6%	NA	44%	60%
	Transfer Math Achievement Yr. 1	Scorecard	7.8%	8.1%	9.6%	7.5%	NA	12%	20%
	Transfer Math Achievement Yr. 2	Scorecard	14.5%	14.8%	15.8%	15.3%	NA	20%	30%
Outcomes	Degree completion	KCCD	1,017	1,026	966	1,236	1,293	875	1400
	Certificate completion	KCCD	273	298	299	384	325	250	400
	Transfer Counts	KCCD	976	975	1,132	1,052	1,193	850	1200
Licensing Pass Rates	Skills Builders <sup>1</sup>	Scorecard	NA	17%	19.1%	34.9%	34.3%	14%	TBD
	NCLEX - RN	Board	98%	91%	91%	93%	91%	85%	95%
	LVN Licensed Vocational Nursing	Board	94%	100%	50%	89%	NA	85%	95%
	CNA	Board	97.6%	90.2%	93.5%	NA	NA	50%	95%
	Radiologic Technology	Board	82%	91%	94%	85%	91%	85%	95%
	Paramedic	Board	92%	100%	94%	92.3%	NA	85%	100%

<sup>1</sup> The median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as completion of a degree, certificate, or transfer.

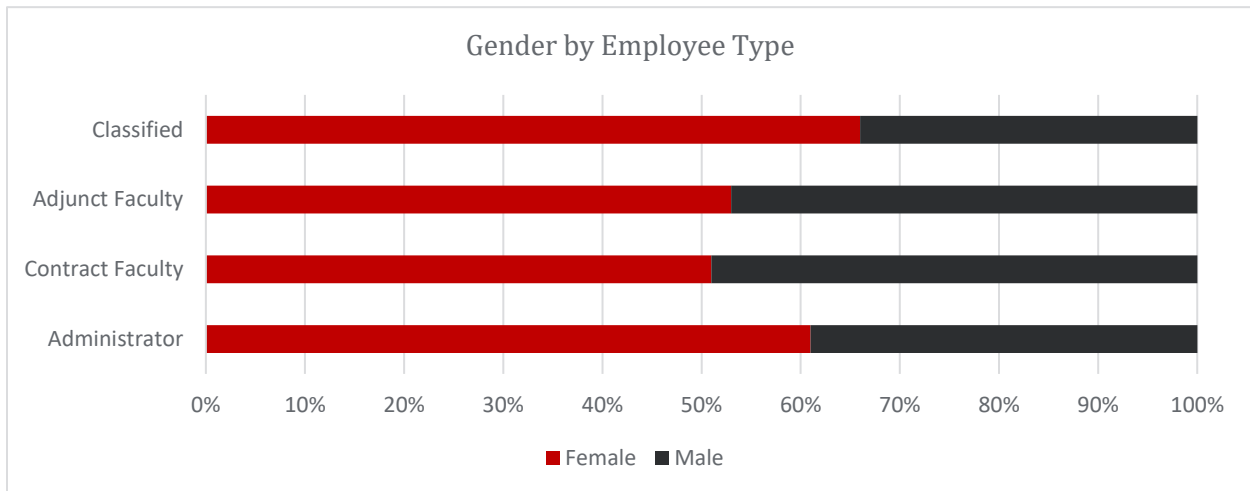
Employment Rates		2013	2014	2015	Institution-Set Standard	Aspirational Standard	
Job Placement Rates	NCLEX - RN	RN-Web	88%	91%	96%	75%	96%
	LVN Nursing	LVN-Web	70%	89%	95%	75%	96%
	CNA	Perkins/Datamart	62%	68%	81%	60%	80%
	Radiologic Technology	Rad-tech Web	100%	100%	100%	75%	100%
	Paramedic	Web-page	76%	76%	71%	70%	80%
	Accounting	Perkins/ Datamart	53%	71%	80%	60%	80%
	Admin. of Justice	Perkins/ Datamart	74%	71%	86%	60%	90%
	Automotive Technology	Perkins/ Datamart	60%	57%	78%	60%	75%
	Business & Commerce	Perkins/Datamart	43%	61%	75%	60%	80%
	Child Development	Perkins/ Datamart	55%	62%	72%	55%	80%
	Drafting	Perkins/ Datamart	69%	79%	77%	60%	75%
	Electrical	Perkins/ Datamart	100%	100%	n/a	60%	80%
	Electronics/Elec tech	Perkins/ Datamart	n/a	80%	76%	60%	80%
	Emergency Medical Tech	Perkins/ Datamart	68%	84%	82%	60%	80%
	Fire Technology	Perkins/ Datamart	79%	88%	60%	50%	80%
	Human Services	Perkins/ Datamart	59%	68%	73%	50%	75%
	Machine Tool/ Shop	Perkins/ Datamart	71%	61%	89%	60%	85%
Welding and Cutting	Perkins/ Datamart	83%	82%	71%	60%	70%	

## Supportive Learning Environment

In accordance with our mission, BC fosters a rigorous and supportive learning environment through the dedication of our diverse faculty and staff. BC employees are highly diverse. For instance, the proportion of African American employees at BC equals or exceeds the proportion of African American students at the college across all employee types. Moreover, the majority of classified staff and administrative employees are people of color.

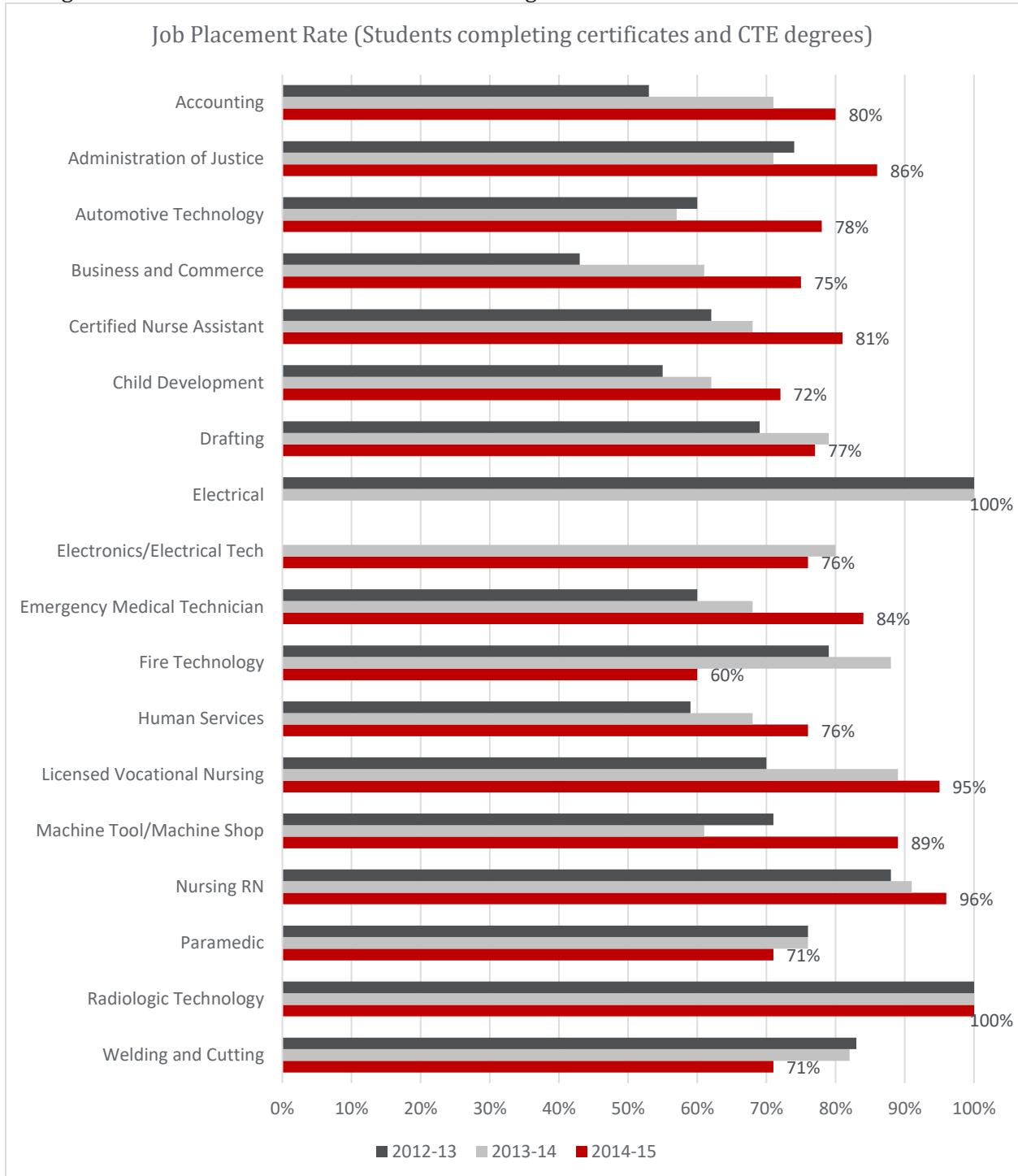
Race	Administrator	Contract Faculty	Adjunct Faculty	Classified
African American	9%	5%	6%	7%
Asian/Filipino/Pacific Islander	9%	5%	4%	5%
Hispanic/Latino	30%	15%	17%	33%
American Indian	4%	1%	1%	1%
White	46%	70%	68%	41%
Not Reported	4%	4%	4%	14%

Bakersfield College employs more women than men overall, with a relatively even distribution of men and women in faculty ranks. Seventy percent of BC's faculty were full-time in 2015-16.



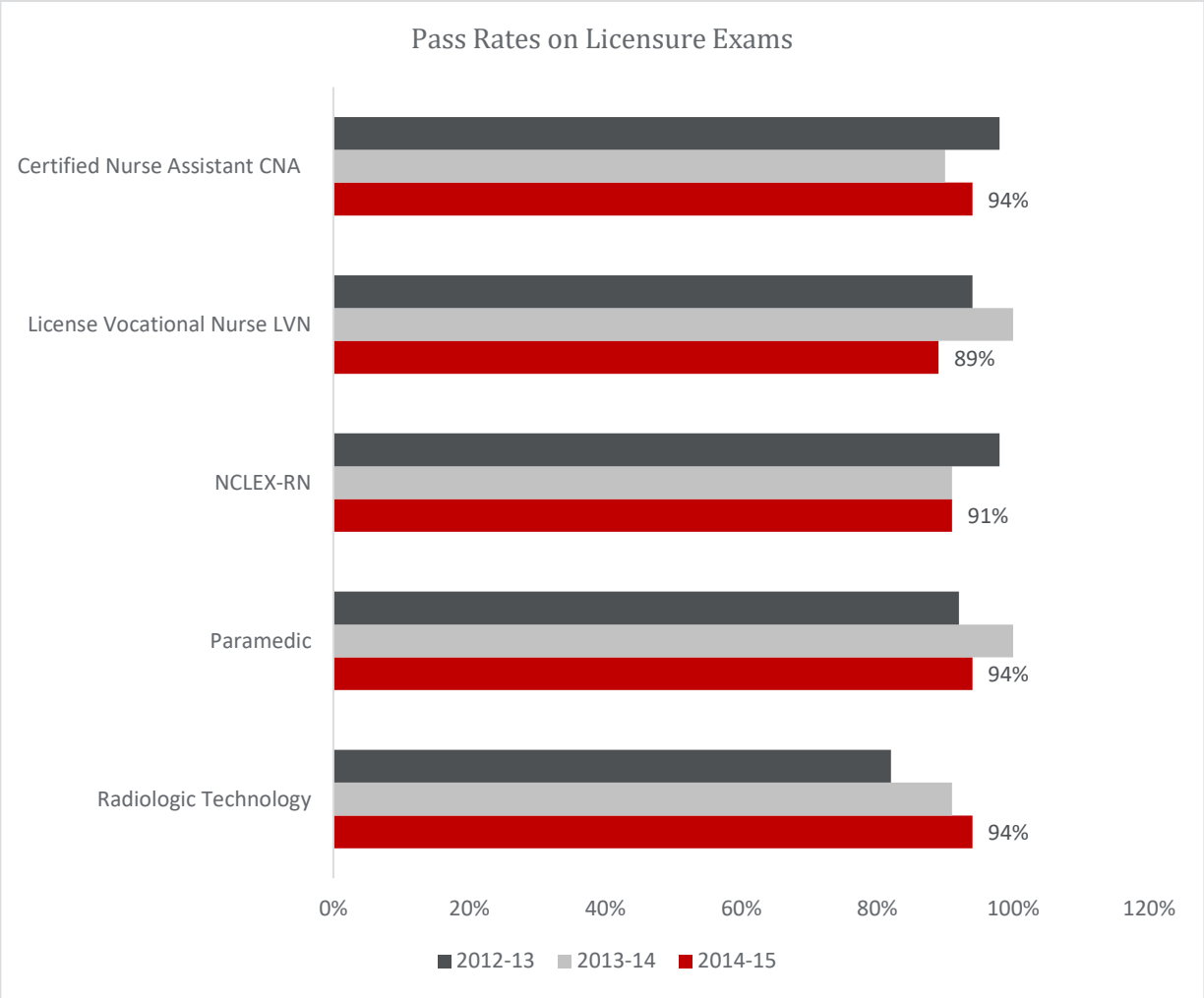
## Productive Engagement in Community

Bakersfield College CTE programs provide cutting-edge, rigorous and relevant instruction to prepare skills builders/incumbent workers and future employees for a wide range of high-wage, high-skill, and high-demand careers. Job placement data provide concrete evidence of students' attainment and practical application of BC's Institutional Learning Outcomes. For example, in a national survey among two-year colleges, BC ranked sixth for producing the highest value-added in mid-career earnings. Job placement rates among students who earned a CTE certificate averaged above 70% for the 2014-15 cohort.





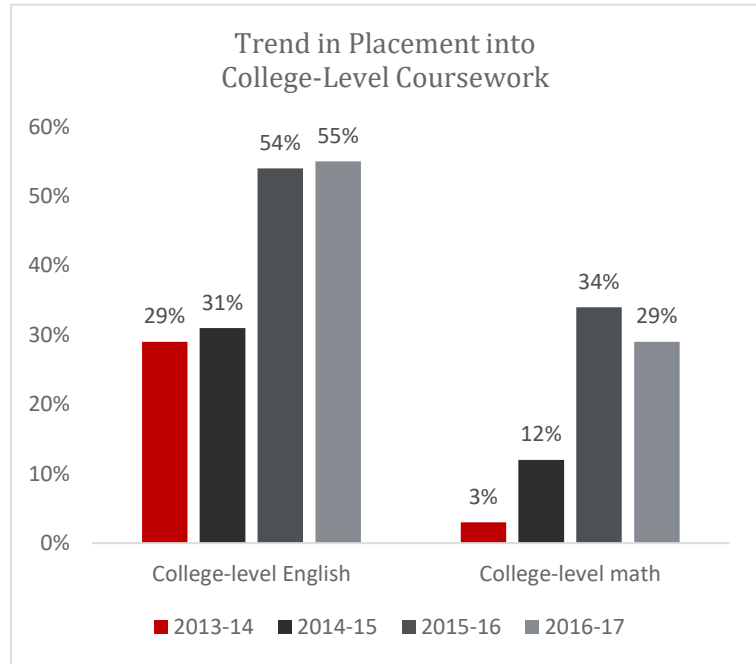
To ensure that CTE graduates demonstrate technical and professional competencies that meet employment standards and that they are prepared for external licensure and certification, BC uses a three pronged-approach: 1) collaboration with local and regional advisory committees, 2) ensuring adequate preparation for licensure exams, and 3) regular assessment of learning outcomes. The impact of this work can be seen in licensure exam pass rates exceeding 90% on average for the 2014-15 cohort.



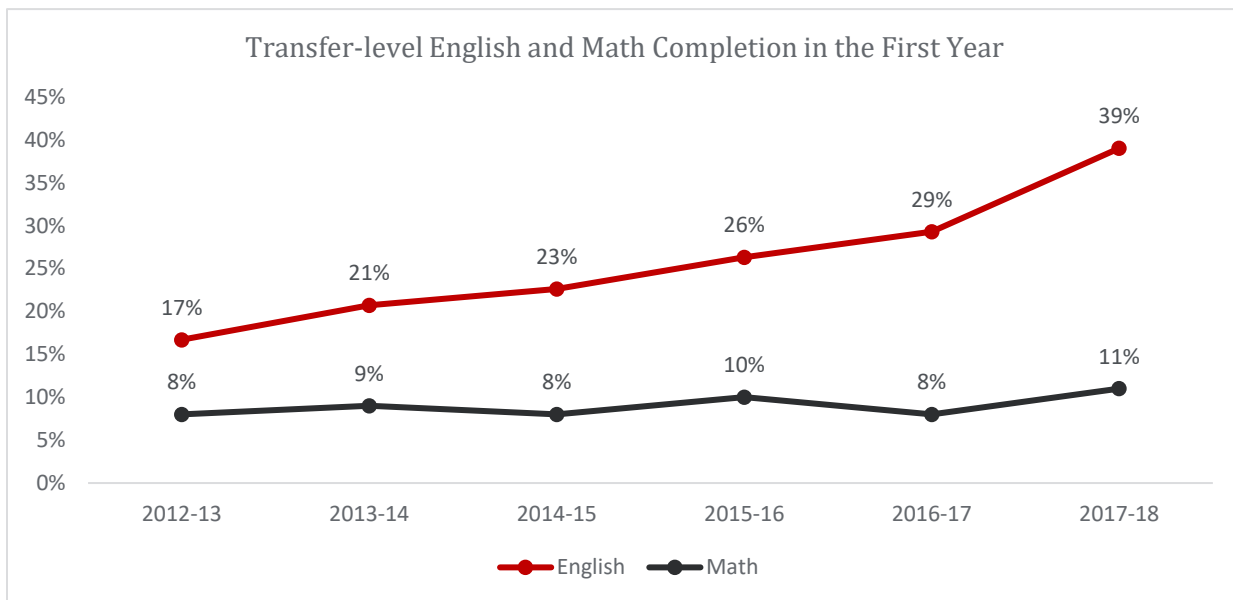
## Rigorous Learning Environment

We support a rigorous and challenging learning environment for BC's students, as evidenced by the early adoption of multiple measures (MMs) of assessment criteria. As part of an effort to better match student capacity for success with opportunities to enroll in appropriate college- and transfer-level coursework, BC's use of MMs has resulted in many more students having access to college-level English and math.

Timely completion of transfer-level English has substantially increased over the past five years. Since 2012-13, Bakersfield College has more than doubled the rate at which students are completing transfer-level English in their first year.



Completion of transfer-level math in the first year also increased 38% from 2012-13 to 2017-18, while the rate of improvement has not been as dramatic as with English, innovation in math instruction and placement practices continues unabated and should result in further increases transfer-level math completion in future years.



Source: CCCCO Scorecard supplemented with local data for 2017-18.