

Version 9 -- September 28, 2020	Version 14 – October 19, 2020
<p>Since publishing our first Student Equity Plan in 2014, Bakersfield College (BC) has been fully engaged in institutional redesign to improve equitable outcomes in student access, success, and completion for all students. This document serves as a renewal of that commitment with an intensive refocusing on racial equity for our students, faculty, staff, and community.</p> <p>As the community’s college, we embrace our responsibility to serve as a beacon for understanding - to create spaces for shared listening, learning, and engagement. We believe that through collective consciousness raising both on campus and in the community, BC makes visible our core values of diversity, integrity, and community through action.</p>	<p>Since publishing our first Student Equity Plan in 2014, Bakersfield College (BC) has been fully engaged in institutional redesign to improve equitable outcomes in student access, success, and completion for all students. This document serves as a renewal of that commitment with an intensive refocusing on racial equity for our students, faculty, staff, and community.</p> <p>As the community’s college, we embrace our responsibility to serve as a beacon for understanding—to create spaces for shared listening, learning, and engagement. We believe that through collective consciousness raising both on campus and in the community, BC fulfills its mission and makes visible our core values of diversity, integrity, and community through action.</p>
<p><< blank >></p>	<p>Bakersfield College’s Mission: Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment promotes equity and fosters students’ abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.</p>
<div data-bbox="165 1044 308 1192" data-label="Image"> </div> <p>Diversity: We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.</p>	<div data-bbox="1102 1044 1245 1192" data-label="Image"> </div> <p>Diversity: We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities.</p> <div data-bbox="1096 1339 1245 1485" data-label="Image"> </div> <p>Integrity: We continue to develop and follow an ethical and moral consciousness, which places the collective wellbeing and health above the self; this principled environment allows for open, constructive</p>



Integrity: *We continue to develop and follow an ethical and moral consciousness, which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.*



Community: *We commit to the wellbeing of all members of our community; we maintain strong ties with the surrounding community, and we respond to their needs by serving as an open institution which engages all students, faculty, and staff. In our college, we have built and continue to build an environment in which all members participate as a community through democratic engagement.*

Guided by the tenets of the racial equity commitment set forth in this document, the Equal Opportunity and Diversity Advisory Committee (EODAC) will lead the campus in enacting our core values to achieve racial equity in access, success, and completion. Together, BC commits to the following framework:

- 1.A Racial Equity Student Success Agenda
- 1.Collective Consciousness Raising
- 1.Faculty & Staff Diversification
- 1.Race-Conscious Curriculum for Police and First Responder Traini

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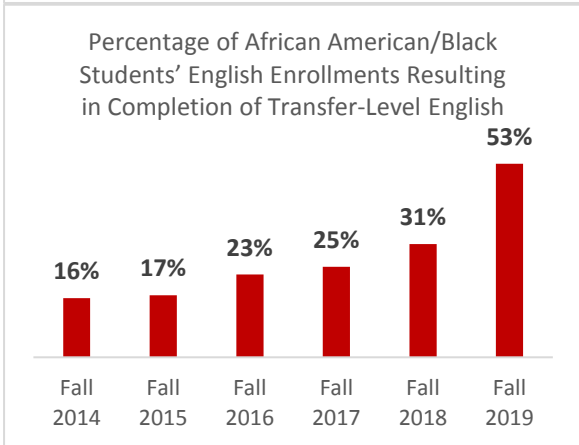
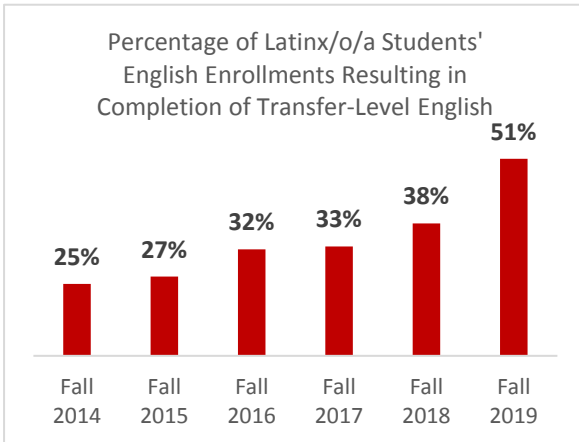
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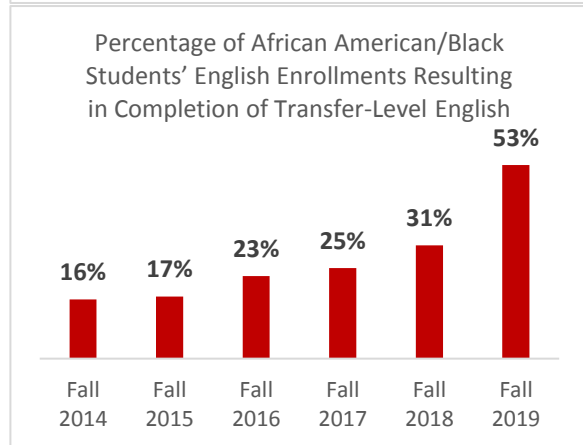
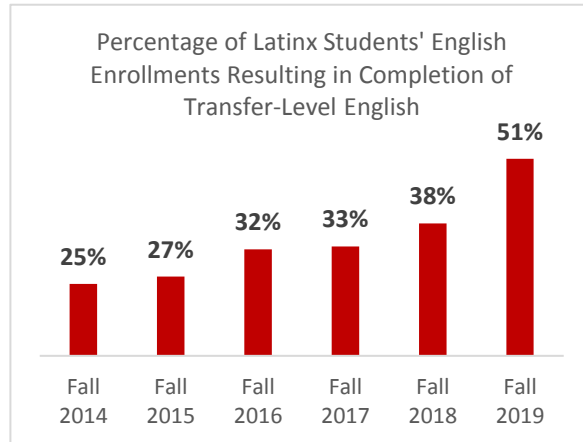
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Transfer-Level English Completion



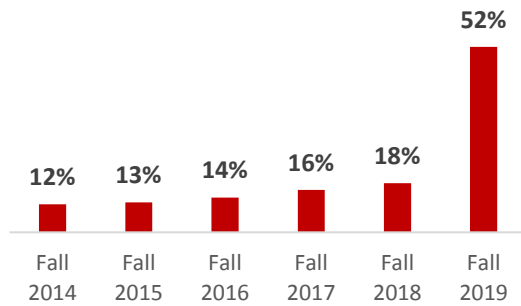
Transfer-Level Math Completion

[Transfer-Level English Completion](#)

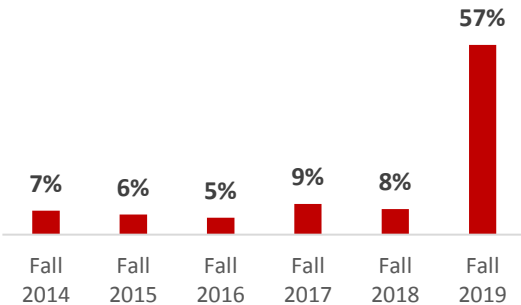


[Transfer-Level Math Completion](#)

Percentage of Latinx/o/a Math Enrollments Resulting in Completion of Transfer-Level Math

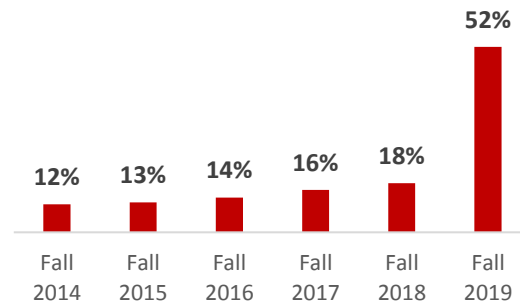


Percentage of African American/Black Students' Math Enrollments Resulting in Completion of Transfer-Level Math

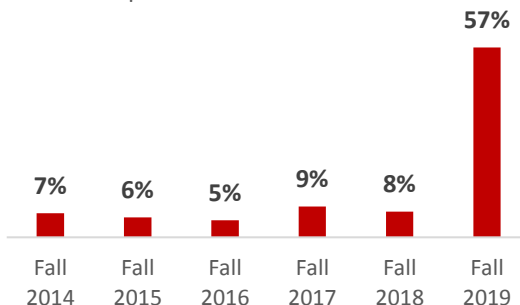


While we have made promising strides, we acknowledge there is more to do. BC's commitment to routinely collect, disaggregate, and utilize data will continue to inform goal setting and action planning at all levels – from our daily work to the development of our Strategic Directions.

Percentage of Latinx Math Enrollments Resulting in Completion of Transfer-Level Math



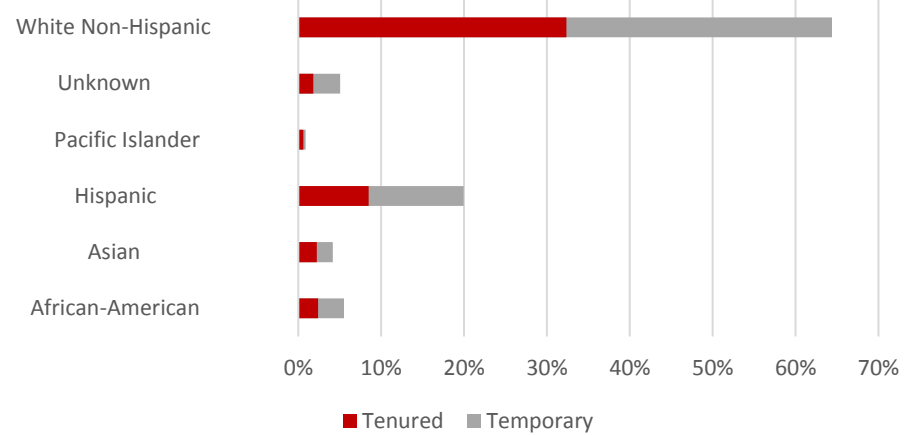
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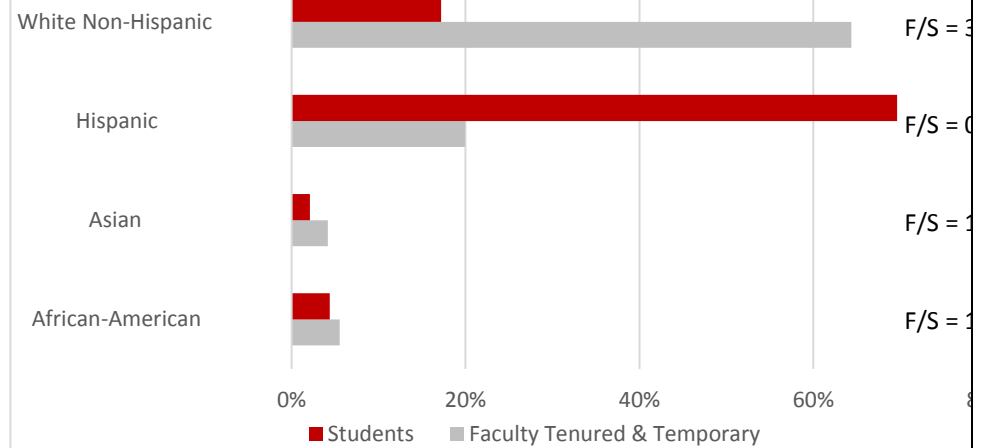
Fall 2018 Faculty Demographics by Race (N=671)



The entire length of each red-gray bar is tenured & tenured track + temporary faculty.

Fall 2018 Faculty-Student Comparison

(N_f = 671, N_s = 24,396)



	<p>The Faculty % / Student % is indicated by the F/S number at far right.</p>
<p>ACCOUNTABILITY The EODAC commits to be Reactive, Active, and Proactive in addressing racism in all aspects of college and student life by developing and employing actionable equity strategies.</p> <p>EODAC will be responsible for the routine monitoring of all commitments defined in this document and will biannually renew the commitments to ensure they are meeting the needs of our community.</p>	<p>ACCOUNTABILITY The EODAC commits to be Responsive, Active, and Proactive in addressing racism in all aspects of college and student life by developing and employing actionable equity strategies.</p> <p>EODAC will be responsible for the routine monitoring of all commitments defined in this document and will biannually renew the commitments to ensure they are meeting the needs of our community.</p>
<p><< blank >></p>	<p>Preamble: Connecting-the-Dots Bakersfield College provides a rigorous and supportive learning environment that promotes equity for its students who come from diverse economic, cultural, and educational backgrounds. Bakersfield College has created this rigorous and supportive learning environment by becoming a Guided Pathways college in which equity is built into how we intentionally design the college experience so that each student receives what they need to be successful. Because Bakersfield College supports the Vision for Success goal of reducing the equity gaps of all student success measures among traditionally underrepresented student groups (our African American/Black and Latinx students) by 40% in five years and totally closing the gaps in ten years, we have committed ourselves to create the rigorous and supportive learning environment in which all of our students can succeed. While we recognize the societal need for an increased focus on racial equity work in the following commitments, we also understand that Bakersfield College's equity work includes gender, persons with disabilities, foster youth, veterans, and low-income students. Our increased focus on racial equity work is in response to the state Chancellor's D.E.I. task force's finding and call to action to</p>

	<p>finally fulfill commitments of decades past to our African American/Black and Latinx students for a more fair and just society.</p> <p>Here, racial equity¹ is focused on identifying various racial and ethnic groups who have experienced systemic racism, discrimination, and social marginalization, as well as disproportionate impact in student success metrics because of the categorization of humans largely based on observable physical feature such as skin color and ancestry. While we focus on race and ethnicity in this document, we acknowledge our students are not solely defined by race or ethnicity, so our equity mindset addresses whatever barriers to educational success a student might face.</p>
<p style="text-align: center;">COMMITMENT #1 A RACIAL EQUITY STUDENT SUCCESS AGENDA</p> <p>Bakersfield College’s 2019-22 Equity Plan is robust and defines specific outcomes for a number of populations. Through these commitments, BC commits to sharpening this focus on dismantling institutional barriers in access, momentum, and completion. BC administrators, faculty, and staff will intensify our resolve to achieve racial equity in outcomes for our students of color. A Racial Equity Student Success Agenda means:</p> <ul style="list-style-type: none"> • Advance completion rates among African American/Black and Latinx/o/a students by bolstering programs to improve readiness and strengthening academic and personal supports • Address and remove financial barriers and resolve the digital divide 	<p style="text-align: center;">COMMITMENT #1 A RACIAL EQUITY STUDENT SUCCESS AGENDA</p> <p>Bakersfield College’s 2019-22 Equity Plan is robust and defines specific outcomes for a number of populations. As a Guided Pathways college, BC re-commits to sharpening this focus on dismantling institutional barriers in access, momentum, and completion. BC administrators, faculty, and staff will intensify our resolve to achieve racial equity in outcomes for our African American/Black and Latinx students.</p> <p>A Racial Equity Student Success Agenda includes but is not limited to:</p> <ul style="list-style-type: none"> • Advancing completion rates among African American/Black students by bolstering programs in our African American Initiatives to improve readiness and strengthening academic and personal supports. • Advancing completion rates among Latinx² students by bolstering programs in our programs for undocumented students to improve readiness and strengthening academic and personal supports.

¹ We recommend the glossary of core concepts of racial equity and the concepts and activities for racial equity work at <https://www.cue-tools.usc.edu/phase-one-laying-the-groundwork>

² The term Latinx, as referenced in this document, refers to the larger Latina/o population in the United States without specific reference to gender and has a particular institutional emphasis on our Hispanic students from ethnic Mexican background, but is also inclusive of Central Americans, Caribbean descendants, and other Latin American countries with a history of migration and settlement in the United States.

	<ul style="list-style-type: none"> • Addressing and removing financial barriers and resolving the digital divide through programs such as Kern Promise: Finish in 4, and the Chromebook/Electronic Equipment Advance Application. • Disaggregating all data by demographics and calculating the Proportionality Index and the 80-Percent Index for student success metrics that include transfer, degree/certification awards, 15-unit and 30-unit milestones, transfer-level Math and English completion within the first year. Research is done to identify the barriers that are producing any disproportionate impact for particular student groups and then allocating resources to remove barriers of our own making or mitigating external barriers. • Regularly reporting of accountability measures to the California Community College Chancellor’s Office of our Student Equity Plan and incentive extra funding to colleges for students who achieve the student success metrics and are on the California Promise, Pell Grant, or have AB 540 status as given by the Student Centered Funding Formula. • Implementing effective academic support for African American/Black and Latinx students who were systemically denied access to transfer-level English and Math courses in the past.
<p style="text-align: center;">COMMITMENT #2 COLLECTIVE CONSCIOUSNESS RAISING</p> <p>Bakersfield College commits to addressing systemic issues of environmental microaggressions, implicit bias, and racism through collective consciousness raising. We commit to <i>strengthening our campus culture</i> so that faculty, staff, students, and our partners are aware of and equipped to <i>disrupt policies and practices</i> that disproportionately affect students of color. Collective Consciousness Raising means: Offer equity-minded, culturally-competent professional development through existing and new structures at the college</p> <ul style="list-style-type: none"> • Offer equity-minded, culturally-competent professional development through existing and new structures at the college 	<p style="text-align: center;">COMMITMENT #2 COLLEGE- AND COMMUNITY-WIDE CONSCIOUSNESS RAISING</p> <p>From our core values of diversity, integrity, and community, Bakersfield College re-commits to addressing systemic issues of environmental microaggressions, implicit bias, racism, and discrimination through college- and community-wide consciousness raising—becoming aware of how our actions and language might be interpreted differently by a student or colleague from a different background or might unintentionally cause harm. A focused engagement through campus learning opportunities, strategic convenings, dialogues, and professional development will engender a re-commitment to <i>strengthening our campus culture</i> so that faculty, staff, students, and our partners are aware of and equipped to <i>disrupt and change policies and practices</i> that</p>

<ul style="list-style-type: none"> • Engage 60 faculty and staff in the University of Southern California Racial Equity Institutes • <u>Active participation in the district wide EEO advisory committee</u> 	<p>disproportionately affect our African American/Black and Latinx students.</p> <p>College- and Community-wide Consciousness Raising includes but is not limited to:</p> <ul style="list-style-type: none"> • Hosting equity-minded, culturally-competent professional development through existing and new structures at the college such as the President’s Virtual Seminars and Flex workshops. • Engaging 60 faculty and staff in the University of Southern California Racial Equity Institutes. • Curating resources on race, ethnicity, and cultural competence such as the BC Library’s LibGuides on “Black Lives Matter”, “Race and Cultural Competence”, and “Health Inequalities”. • Hosting opportunities for Bakersfield College administration, faculty, staff, and students to engage in dialogue with the community on the social structure and behaviors inside and outside the college that can negatively impact particular underrepresented groups in achieving their momentum and completion milestones such as the President’s breakfasts/luncheons with African-American community leaders and Latinx community leaders, webinars on our Rural Initiatives that include community leaders, the HEAL collaborative, #LightACandle: A Juneteenth Conversation, and the Student Government Association’s Distinguished Speakers Series. • Assessing campus climate through the annual Bakersfield College Accreditation & Institutional Quality committee’s campus survey, the KCCD’s Climate Survey, and nationally recognized instruments such as the USC Racial Equity Institute’s “National Assessment of Collegiate Campus Climates” or other similar peer-reviewed instrument. • Broadening our racial equity work to all employee groups so that no single population of faculty or staff carries the weight of our racial equity work.
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<p style="text-align: center;">COMMITMENT #3 FACULTY & STAFF DIVERSIFICATION</p> <p>Bakersfield College commits to <i>an inclusive learning environment</i> and understands the role of faculty and staff in contributing to an inclusive campus community. It is important our students of color see in our faculty ranks people who look like them and share their lived experiences. Therefore, we commit to <i>cultural competence in recruitment and hiring practices</i> to reach a more diverse pool of qualified applicants, and will establish a <i>Faculty Internship Program</i> to help prospective applicants be competitive in the recruitment process. Faculty and Staff Diversification means:</p> <ul style="list-style-type: none"> • Implement the ASPIRE Faculty Diversification Internship Program • Evaluate recruitment and hiring practices, including search committee structures 	<p style="text-align: center;">COMMITMENT #3 FACULTY & STAFF DIVERSIFICATION</p> <p>Bakersfield College re-commits to <i>an inclusive learning environment</i> and understands the role of faculty and staff in contributing to an inclusive campus community. To create a supportive learning environment it is important to ensure our African American/Black and Latinx students have more African American/Black and Latinx faculty and staff role models who share their lived experiences. Therefore, we commit to <i>cultural competence in recruitment and hiring practices</i> to reach a more diverse pool of qualified applicants and will establish a <i>Faculty Internship Program</i> to help prospective applicants be competitive in the recruitment process.</p> <p>Faculty and Staff Diversification includes but is not limited to:</p> <ul style="list-style-type: none"> • Implementing the ASPIRE Faculty Diversification Fellowship Program that assists graduate students from underrepresented minority groups to enhance their preparation in transiting into applying for teaching positions in community colleges. • Developing an Educator Mentorship Project designed to assist participants in becoming more prepared in future educational employment opportunities. • Actively participating in the districtwide EEO advisory committee. • Evaluating recruitment practices, including search committee structures, to ensure a diverse and broadened advertising of available positions. • Improving anti-discriminatory training for search committee members through the Human Resources Department. • Mentoring and encouraging African American/Black and Latinx faculty and staff to engage in our decision-making processes, so we all share in the benefits of our lived wisdom and experience.
<p style="text-align: center;">COMMITMENT #4 RACE CONSCIOUS FIRST RESPONDER TRAINING</p> <p>Bakersfield College commits to engage faculty in a comprehensive review of public safety courses and programs to identify and address barriers to equitable student learning. Specifically, BC will partner with the Bakersfield Police Department and Kern County</p>	<p style="text-align: center;">COMMITMENT #4 RACE CONSCIOUS FIRST RESPONDER TRAINING</p> <p>As a Guided Pathways college Bakersfield College commits to engaging faculty in a comprehensive review of public safety courses and programs to identify and address barriers to equitable student learning. Specifically, BC will partner with the Bakersfield Police</p>

<p>District Attorney to strengthen our equity-minded, culturally-informed police academy curriculum. Race-Conscious First Responder Training means:</p> <ul style="list-style-type: none"> • Augmentation of police academy training to include elements of the Transformational Policing Model and increasing training to 24 hours • Partnership with the Bakersfield Police Department and Kern County District Attorney to diversify students enrolling in the program 	<p>Department and Kern County District Attorney to strengthen our equity-minded, culturally-informed police academy curriculum. Race Conscious First Responder Training includes but is not limited to:</p> <ul style="list-style-type: none"> • Augmenting our police academy training and professional development training to include elements of the Transformational Policing Model (a 21st-century strategy forming positive police-community partnerships, where the training focuses on bridging the racial divide with a philosophy of “Warrior to Guardian”) and increasing training to 24 hours. • Expanding applied learning and internship opportunities. • Partnering with the Bakersfield Police Department, Kern County District Attorney, and other Kern County law enforcement agencies to recruit African American/Black and Latinx students into the Public Safety Guided Pathway thereby increasing enrollment in all of First Responder Training Programs.
<p style="text-align: center;"><< blank >></p>	<p style="text-align: center;">Policy and Strategic Plan References</p> <p><u>Bakersfield College Strategic Directions</u> #2 Student Progression and Completion: A commitment to eliminate barriers that cause students difficulties in completing their educational goals.</p> <p><u>KCCD Board Policy</u> BP 1110 Vision: The Kern Community College District will be recognized as an exemplary educational leader, partnering with our communities to develop potential and create opportunities. Successful students will strengthen their communities and, along with the faculty and staff, become life-long learners.</p> <p>BP 1120 Values: The Board of Trustees and the employees of the Kern Community College District value:</p> <ul style="list-style-type: none"> • Assisting students to achieve informed educational goals.

	<ul style="list-style-type: none"> • Fostering a learning environment that celebrates the diversity of people, ideas, learning styles and instructional methodologies. • Recruiting and retaining the best and brightest employees. • Promoting a climate of trust by sharing ideas and information. • Meeting the highest standards of performance in everything we do. <p>BP 1200 Mission: The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities. To accomplish this mission, we will:</p> <ul style="list-style-type: none"> • Provide academic instruction to promote fulfillment of four-year college transfer requirements and encourage degree and/or certificate acquisition in our surrounding communities. • Provide workforce skills training through Career and Technical Education programs. • Provide basic skills education and student services programs to enable students to become successful learners. • Establish partnerships with businesses and governmental entities as well as other educational institutions to advance economic development. • Improve the quality of life of our students and communities through broad-based general education courses. <p>Prepare students with the skills to function effectively in the global economy of the 21st century.</p> <p>Anticipate and prepare to meet challenges by continually assessing and prioritizing programs, services, and community needs.</p> <p style="text-align: center;">Strategic Goals of the District</p> <p>Goal One: Maximize Student Success Goal Two: Ensure Student Success Goal Three: Provide Workforce and Economic Development Programs that Respond to Local Industry Goal Four: Reduce Equity Gaps</p>
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	Goal Five: Strengthen Organizational Effectiveness
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