

Bakersfield College
STARS REPORT

Date Submitted: Preview
Provisional Rating: Bronze
Provisional Score: 32.94
Online Report: Bakersfield College
STARS Version: 2.2

This is a preview of the final STARS Report.

The final version of the report will be available upon publication, at which time the final rating will be awarded and the data contained in the report will become publicly available on the STARS website.

Wait, Wait! Don’t Print Me!

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Moving Around in the Document

- **Summary of Results Links** - Headings in the Summary of Results are links, which can be clicked to take you directly to the referenced page.
- **Bookmarks** - You can jump to segments of the document quickly and easily using the Bookmarks provided in the document. To access the Bookmarks, click on the "Bookmarks" tab on the left side of the Adobe Reader window – it's the icon that looks like a sheet of paper with a blue ribbon hanging over the upper left corner.
- **Pages** - You can quickly go to any page listed in the Table of Contents simply by typing the page number into the box that displays the current page number in the Adobe Reader window, and pressing "Return/Enter."

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About STARS

The Sustainability Tracking, Assessment & Rating System (STARS®) is a transparent, self-reporting framework for colleges and universities to gauge relative progress toward sustainability. STARS was developed by AASHE with broad participation from the higher education community.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

STARS is intended to engage and recognize the full spectrum of colleges and universities—from community colleges to research universities, and from institutions just starting their sustainability programs to long-time campus sustainability leaders. STARS encompasses long-term sustainability goals for already high-achieving institutions as well as entry points of recognition for institutions that are taking first steps toward sustainability.

About AASHE

STARS is a program of AASHE, the Association for the Advancement of Sustainability in Higher Education. AASHE is a member-driven organization with a mission to empower higher education to lead the sustainability transformation. Learn more about AASHE.

Summary of Results

Provisional Score 32.94

Provisional Rating: Bronze

Report Preface	
Introduction	0.00 / 0.00
Institutional Characteristics	0.00 / 0.00
Academics	
Curriculum	24.59 / 37.00
Research	0.00 / 0.00
Engagement	
Campus Engagement	2.55 / 21.00
Public Engagement	6.17 / 20.00
Operations	
Air & Climate	0.00 / 11.00
Buildings	1.25 / 8.00
Energy	3.40 / 10.00
Food & Dining	1.50 / 8.00
Grounds	1.61 / 3.00
Purchasing	0.02 / 6.00
Transportation	1.17 / 7.00
Waste	0.00 / 10.00
Water	0.92 / 8.00
Planning & Administration	
Coordination & Planning	4.00 / 9.00
Diversity & Affordability	6.33 / 10.00
Investment & Finance	0.00 / 7.00
Wellbeing & Work	2.34 / 7.00
Innovation & Leadership	
Innovation & Leadership	2.25 / 4.00

The information presented in this submission is self-reported and has not been verified by AASHE or a third party. If you believe any of this information is erroneous, please see the process for inquiring about the information reported by an institution.

Report Preface

Introduction

Points Earned	0.00
Points Available	0.00

This section provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Credit		Points
Executive Letter	0.00 / Total adjusted for non-applicable credits Close	
Points of Distinction	0.00 / Total adjusted for non-applicable credits Close	

Executive Letter

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This section allows an institution to upload a letter from the institution’s president, chancellor, or other high ranking executive. Typically written on official letterhead, the executive letter serves as an introduction or cover letter for the institution’s STARS report. As such, the letter may include a description of the institution’s commitment to sustainability, background about the institution, key achievements or highlights from the report, and/or goals for future submissions. The letter also serves as indicator of administrative support for sustainability and the STARS process. Institutions are expected to submit a new executive letter when there has been a change in leadership or the institution is submitting for a higher rating.

"---" indicates that no data was submitted for this field

Executive cover letter:
BC_Executive_Letter_Placeholder_Document.pdf

Data source(s) and notes about the submission:

Document attached is a placeholder document for the Executive Letter.

Points of Distinction

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This optional section provides an opportunity for an institution to highlight up to three programs, initiatives, or accomplishments that best reflect its leadership for sustainability. Completing this section will help inform how AASHE publicizes the institution's STARS rating.

"---" indicates that no data was submitted for this field

Name of the institution's featured sustainability program, initiative, or accomplishment:
Valley Strong Energy Institute

A brief description of the institution's featured program, initiative, or accomplishment:

Bakersfield College and Kern Community College District have expanded their energy partnership with the National Laboratory of the Rockies (NLR) to include Valley Strong Credit Union. The Valley Strong Energy Institute bolsters the energy sector in Kern County through critical job training, research initiatives, and policy discussions. This collaborative effort seeks to establish Kern County as a hub for renewable energy advancement and workforce development.

Which of the following impact areas does the featured program, initiative, or accomplishment most closely relate to?:
Research
Energy
Wellbeing & Work

Optional Fields

Website URL where more information about the accomplishment may be found:
https://www.bakersfieldcollege.edu/community/kern-high-road-coalition/valley-strong-energy-institute.html

STARS credit in which the featured program, initiative, or accomplishment is reported (if applicable):

A photograph or document associated with the featured program, initiative, or accomplishment:

Second Point of Distinction

Name of a second highlighted sustainability program/initiative/accomplishment:
Partnership with Lawrence Berkeley National Laboratory (LBNL)

A brief description of the second program/initiative/accomplishment:

In partnership with LBNL, Bakersfield College's Child Development Center served as a site for LBNL's HP-Flex: Load Management of Heat Pumps pilot project, an initiative that focused on optimizing energy-use based on building owner preferences while also responding to electricity prices and utility demand.

BC is currently participating in LBNL's California Campus Load Flexibility (CC-FLEX) program. This initiative aims to transform BC into a Virtual Power Plant, allowing the campus to reduce greenhouse gas emissions and electricity costs.

Which impact areas does the second program/initiative/accomplishment most closely relate to?:
Research
Buildings
Energy

Website URL where more information about the second program/initiative/accomplishment may be found:

STARS credit in which the second program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the second program/initiative/accomplishment:

Third Point of Distinction

Name of a third highlighted program/initiative/accomplishment:
Bakersfield College Arboretum

A brief description of the third program/initiative/accomplishment:

The Bakersfield College Arboretum, located on Bakersfield College's main campus, is a Level 1 Accredited Arboretum by from the Morton Arboretum (ArbNet) possessing 38 labeled species of trees and woody plants. This Arboretum is designed to serve as an outdoor living laboratory for students studying horticulture, forestry, and plant science to bridge classroom learning with practical hands-on experience.

In addition to ArbNet Accreditation, Bakersfield College has been awarded the Tree Campus Higher Education Designation for the past five years. BC was only the second community college in California to receive this designation.

Which impact areas does the third program/initiative/accomplishment most closely relate to?:
Campus Engagement
Public Engagement
Grounds

Website URL where more information about the third program/initiative/accomplishment may be found:

STARS credit in which the third program/initiative/accomplishment is reported (if applicable):

A photograph or document associated with the third program/initiative/accomplishment:

Data source(s) and notes about the submission:

Institutional Characteristics

Points Earned	0.00
Points Available	0.00

Institutional characteristics include data related to an institution’s boundary (defining the campus for purposes of reporting), its operational characteristics (the context in which it operates) and its demographics and academic structure. This information provides valuable context for understanding and interpreting STARS data. The category also provides the opportunity for an institution to highlight points of distinction and upload an executive letter to accompany its STARS Report.

Some of the values reported in IC-2 and IC-3 are also required to pursue specific STARS credits. Such reporting fields may be populated from the data provided in the Institutional Characteristics section of the Reporting Tool.

Credit		Points
Institutional Boundary	0.00 / Total adjusted for non-applicable credits Close	
Operational Characteristics	0.00 / Total adjusted for non-applicable credits Close	
Academics and Demographics	0.00 / Total adjusted for non-applicable credits Close	

Institutional Boundary

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

Each institution is expected to include its entire main campus when collecting data. Institutions may choose to include any other land holdings, facilities, farms, and satellite campuses, as long as the selected boundary is the same for each credit. If an institution finds it necessary to exclude a particular unit from its submission, the reason for excluding it must be provided in the appropriate reporting field.

"---" indicates that no data was submitted for this field

Institution type:
Associate

Institutional control:
Public

A brief description of the institution’s main campus and other aspects of the institutional boundary used to complete this report:

Established in 1913, Bakersfield College (BC) is one of the nation's oldest continually-operating community colleges. Holding designation as a Hispanic Serving Institution, the college serves 46,000 students annually on the 153-acre main campus in northeast Bakersfield, at the Delano Campus 35 miles north of Bakersfield, the first floor of the Weill Institute in downtown Bakersfield, and BC Southwest in southwest Bakersfield. Bakersfield College

Which of the following features are present on campus and which are included within the institutional boundary?:

	Present?	Included?
Agricultural school	Yes	Yes
Medical school	No	No
Other professional school with labs or clinics (e.g. dental, nursing, pharmacy, public health, veterinary)	Yes	Yes
Museum	Yes	Yes
Satellite campus	Yes	Yes
Farm larger than 2 hectares or 5 acres	Yes	Yes
Agricultural experiment station larger than 2 hectares or 5 acres	Yes	Yes
Hospital	No	No

The rationale for excluding any features that are present from the institutional boundary:

Optional Fields

Additional documentation to support the submission :

Data source(s) and notes about the submission:

Listed below are the addresses of BC campuses across Kern County. BC offers classes at several community locations, such as the Shafter Learning Center, Arvin/ Lamont, McFarland, Olive Drive Training Facility, and Wasco, however, these locations are not include in the STARS report.

BC Main Campus: 1801 Panorama Drive, Bakersfield, CA 93305

BC Delano Campus: 1450 Timmons Ave., Delano, CA 93215

BC Southwest Campus: 9400 Camino Media, Bakersfield, CA 93311

Weill Institute (District Office): 2100 Chester Ave, Bakersfield, CA 93301

BC Arvin Educational Center: 1001 Varsity Rd. Arvin, CA 93203

Operational Characteristics

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

Operational characteristics are variables that provide information about the context in which the institution operates. Report the most recent data available within the three years prior to the anticipated date of submission.

"---" indicates that no data was submitted for this field

Endowment size:
59,960,066.0

Total campus area:
98.74 Hectares (244.0 Acres)

Locale:
Large city

IECC climate zone:
3 - Warm

Gross floor area of building space:
103,813.90 Gross square meters (1,117,444.0 Gross square feet)

Energy intensive space

Floor area of laboratory space:
11,051.37 Square meters (118,956.0 Square feet)

Floor area of healthcare space:
0 Square meters

Floor area of other energy intensive space:
0 Square meters

Optional Fields

Additional documentation to support the submission :

Data source(s) and notes about the submission:

1. **Sq footage of Arvin Educational Center:** https://www.bakersfieldcollege.edu/news/2021/1208-plans-unveiled-for-future-bakersfield-college-arvin-educational-center.html
2. **Endowment:** Funds held within the Bakersfield College Foundation.

Academics and Demographics

Provisional Score	Responsible Party
0.00 /	
Total adjusted for non-applicable credits	
Close	

Criteria

This section includes variables that provide information about the institution’s academic programs, students, and employees. Report the most recent data available within the three years prior to the anticipated date of submission. Some population figures are used to calculate weighted campus user, a measurement of an institution’s population that is adjusted to accommodate how intensively certain community members use the campus.

"---" indicates that no data was submitted for this field

Number of academic divisions:
10.0

Number of academic departments (or the equivalent):
24.0

Headcounts

Report the unduplicated total number of students enrolled and workers employed over a 12-month period or else representative headcounts (e.g. autumn figures).

Number of students enrolled for credit:
45,044.0

Total number of employees:
1,295.0

Full-Time Equivalents (FTE)

Report the institution’s best estimates, annualized as feasible and/or calculated according to relevant national, regional or international standards. Non-credit students may be included.

Full-time equivalent student enrollment:
21,608.23

Full-time equivalent of students enrolled exclusively in distance education:
8,187.67

Full-time equivalent of employees:
1,078.2

On-Campus Residents

Report annualized headcounts as feasible or else representative snapshots (e.g. autumn headcounts).

Number of students resident on-site:
0.0

Number of employees resident on-site:
0.0

Number of other individuals resident on-site:
0.0

Weighted Campus Users

Weighted campus users, performance year:
10,874.07

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Academics

Curriculum

Points Earned 24.59

Points Available 37.00

This subcategory seeks to recognize institutions that have formal education programs and courses that address sustainability. One of the primary functions of colleges and universities is to educate students. By training and educating future leaders, scholars, workers and professionals, higher education institutions are uniquely positioned to prepare students to understand and address sustainability challenges. Institutions that offer courses covering sustainability issues help equip their students to lead society to a sustainable future.

Credit	Points
Academic Courses	12.23 / 14.00
Learning Outcomes	2.16 / 8.00
Undergraduate Program	3.00 / 3.00
Graduate Program	Not Applicable
Immersive Experience	2.00 / 2.00
Sustainability Literacy Assessment	0.00 / 4.00
Incentives for Developing Courses	2.00 / 2.00
Campus as a Living Laboratory	3.20 / 4.00

Academic Courses

Provisional Score	Responsible Party
12.23 / 14.00	

Criteria

Part 1. Sustainability course offerings

Institution offers sustainability course content as measured by the percentage of academic courses offered that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Part 2. Sustainability course offerings by department

Institution offers sustainability course content as measured by the percentage of academic departments(or the equivalent) with sustainability course offerings.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title, department (or equivalent), and level of the course (e.g., undergraduate or graduate).
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.
- An indication of whether the course qualifies as sustainability-focused or sustainability-inclusive (or equivalent terminology).

A course may be sustainability-focused or sustainability-inclusive; no course should be identified as both. Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. This credit does not include continuing education and extension courses, which are covered by the Continuing Education credit in Public Engagement.

An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

"---" indicates that no data was submitted for this field

Part 1. Sustainability course offerings

Figures required to calculate the percentage of courses offered by the institution that are sustainability course offerings:

	Undergraduate	Graduate
Total number of courses offered by the institution	5,215.0	0.0
Number of sustainability-focused courses offered	22.0	0.0
Number of sustainability-inclusive courses offered	920.0	0.0

Percentage of courses that are sustainability course offerings:
18.063279002876317

Part 2. Sustainability course offerings by department

Total number of academic departments that offer courses:
24.0

Number of academic departments with sustainability course offerings:
18.0

Percentage of academic departments with sustainability course offerings:
75.0

Documentation

A copy of the institution’s inventory of its sustainability course offerings and descriptions:
BC_STARS_Academic_Course_Inventory_June_2026.xlsx

Do the figures reported above cover one, two, or three academic years?:
One

A brief description of the methodology used to complete the course inventory :

Using the 2024-2025 course catalog, courses were identified as sustainability-focused sustainability-inclusive based on the alignment of the course description and learning outcomes with AASHE's criteria and the United Nations Sustainable Development Goals (SDGs) and Targets. Once these courses were identified, the "Add or Drop Classes" feature of BC's student registration page was used to record when and how many of these courses were offered during the Fall 2024, Spring 2025, and Summer 2025 sessions.

How were courses with multiple offerings or sections counted for the figures reported above?:
Each offering or section of a course was counted as an individual course

A brief description of how courses with multiple offerings or sections were counted:

Optional Fields

Website URL where information about the sustainability course offerings is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Learning Outcomes

Provisional Score	Responsible Party
2.16 / 8.00	

Criteria

Part 1. Institutional sustainability learning outcomes

Institution has adopted one or more sustainability learning outcomes that apply to the entire student body (e.g., general education requirements covering all students) or, at minimum, to the institution'spredominant student body (e.g., learning outcomes that cover all undergraduate students).

The learning outcome(s) may be explicitly focused on sustainability or supportive of sustainability (see Standards and Terms). Mission, vision, and values statements do not qualify.

Part 2. Program-level sustainability learning outcomes

Institution’s students graduate from degree programs that require an understanding of the concept of sustainability, i.e., programs that:

- Have been identified as sustainability-focused programs in the Undergraduate Program or Graduate Program credit,
- Have adopted one or more sustainability-focused learning outcomes (i.e., student learning outcomes that explicitly focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems), OR
- Require successful completion of a sustainability-focused course as identified in the Academic Courses credit.

This credit includes graduate as well as undergraduate programs. Degree programs include majors, minors, concentrations, certificates, and other academic designations. Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement. Programs that include co-curricular aspects may count as long as there is an academic component to the program.

"---" indicates that no data was submitted for this field

Part 1. Institutional sustainability learning outcomes

Has the institution adopted one or more sustainability learning outcomes that apply to the entire student body or, at minimum, to the institution's predominant student body?:
Yes

Which of the following best describes the sustainability learning outcomes?:
Sustainability-supportive

A list of the institution level sustainability learning outcomes:

Bakersfield College has one learning outcome that is sustainability-supportive:

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world

Part 2. Program-level sustainability learning outcomes

Total number of graduates from degree programs:
3,072.0

Number of graduates from degree programs that require an understanding of the concept of sustainability:
61.0

A brief description of how the figure above was determined:

1. **Number of Graduates:** https://www.bakersfieldcollege.edu/services-and-resources/graduation/archives/2024-commencement-ceremony.html
2. **Number of Graduates (Sustainability):** Data was requested from the Institutional Review Board (IRB) for data acquisition to fill out the report.
    1. **Process:** SQL -> Number of Graduates -> Program -> Major -> Sustainability -> Spring 2025
        1. Sustainability: Natural, Resource, Management, Environmental, Science, Modern, Energy, Sustainability

A list of degree programs that require an understanding of the concept of sustainability:

1.

    Agriculture Business Associate in Science for Transfer (LINK)

    1. Demonstrate the ability to explain microeconomic and macroeconomic concepts, analyze and evaluate agribusiness problems and management decisions, and perform basic algebra and introductory calculus operations in the context of applied economic analysis and optimization.
    2. Demonstrate skills in fundamental agribusiness principles and analysis techniques into logical decision-making constructs.
    3. Develop strong communication skills, both oral and written, for the purpose of conveying the results of business analyses in a clear, persuasive and informative manner.
    4. Apply the concepts, principles, and terminology of business (economics, management, finance, marketing, and others) to real-world issues and opportunities in the agricultural and life sciences industries.

1.

   Agriculture Animal Science Associate in Science for Transfer (LINK)

   1.
      The animal science student will be able to demonstrate artificial insemination procedures, proper record-keeping in the field of animal science and skills in day to day animal production such as proper care, feeding and reproduction.

   2.
      Student will be able to practice proper basic principles of animal safety, evaluate performance such as growth and feed converstion.

   3.
      Demonstrate specific skills in animal science such as production, genetics and nutrtion within the animal science discipline needed for employment.

   4.
      The Animal Science student will be able to identify conformation qualities in cattle, sheep, swine and dairy cattle.

1.

   Animal Science Associate of Science (LINK)

   1.
      Demonstrate AI procedures, proper record keeping in the field of animal science, and skills in day to day animal production such as proper care, feeding, and reproduction.

   2.
      Be able to practice proper basic principles of animal safety, evaluate performance such as growth and feed conservation.

   3.
      Demonstrate specific skills in animal science such as production, genetics, and nutrition within the animal science discipline needed for employment.

   4.
      Identify conformation qualities in cattle, sheep, and swine.

1.

   Food Science and Technology Associate of Science (LINK)

   1.
      Upon successful completion of the program, the student will be able to identify, evaluate, and apply food science principles to food safety, production, product development, and food systems management.

   2.
      Upon successful completion of the program, the student will be able to apply scientific skills and research in the areas of microbiology, food science, and safety of food products during and after processing.

   3.
      Upon successful completion of the program, the student will be able to identify and analyze the general processing flow for various food products including harvesting, processing, packaging, and storage.

   4.
      Upon successful completion of the program, the student will be able to understand and differentiate various types of food production methods and demonstrate an awareness of chemical and physical changes that occur to food products due to processing.

   5.
      Upon successful completion of the program the student will be able to identify, explain, and compare laws and regulations governing food safety principles.

1.

   Forestry Associate of Science (LINK)

   1.
      Demonstrate managerial and leadership abilities in agriculture classes for employment that will enhance opportunities and success in the agriculture industry in the 21st century.

   2.
      Demonstrate specific skills within agriculture disciplines needed for employment.

1.

   Forest Resource Management Associate of Science (LINK)

   1.
      Upon successful completion of the program, the student will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of the forest environment.

   2.
      Upon successful completion of the program, the student will effectively communicate scientific and technical knowledge in a professional manner.

   3.
      Upon successful completion of the program, the student will demonstrate competency in scientific and technical knowledge related to forest resource management.

   4.
      Upon successful completion of the program, the student will demonstrate proficiency in quantitative skills and information management specific to their chosen field in forest resource management.

   5.
      Upon successful completion of the program, the student will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of forest resources.

1.

   Mechanized Agriculture Associate of Science (LINK)

   1.
      Upon successful completion of the program, the student will be able to evaluate the proper selection and use of PPE's as well as be part of a safe working environment.

   2.
      Upon successful completion of the program, the student will be able to demonstrate a thorough understanding of gas and diesel engine, and mechanical system operation theory as well as the ability to identify parts and components.

3. Upon successful completion of the program, the student will be able to examine and diagnose failures in electrical systems, emissions systems, hydraulic systems and integrated equipment systems as well as mechanical drives on agricultural equipment and facilities.

4. Upon successful completion of the program, the student will be able to communicate mechanical failures or repairs to the customer or employer through written explanations.

5. Upon successful completion of the program, the student will be able to design, construct, fabricate and maintain equipment and facilities as well as understand the various tools associated with these processes.

1. Environmental Horticulture Associate of Science (LINK)

    1. Demonstrate managerial and leadership abilities in environmental horticulture classes for employment that will enhance opportunities and success in the horticulture industry in the 21st century.

    2. Master academic proficiency and demonstrate specific skills within environmental horticulture disciplines needed for employment.

1. Agriculture Plant Science Associate in Science for Transfer (LINK)

    1. The student will be able to identify and utilize pertinent concepts of plant physiology, anatomy, nutrition, reproduction, and pest control to solve plant production problems under field, greenhouse, or landscape conditions.

    2.

The student will be able to identify and utilize pertinent concepts of soil physical, chemical, and biological properties and their interactions with plants to solve plant production problems under field, greenhouse, or landscape conditions.

3. The student will be able to identify and utilize pertinent concepts of plant propagation to effectively reproduce plants from seed, stems, leaves, roots, natural propagules, and/or small amounts of tissue in culture and to produce grafted plants.

1. Environmental Science Associate in Science for Transfer (LINK)

    1. Identify and describe major global, regional and local environmental issues.

    2. Using the scientific basis of major environmental issues, analyze and interpret quantitative data and visual representations of data to identify and evaluate potential solutions.

    3. Show relationships between human actions and environmental issues and examine the impacts of environmental issues on human populations.

1. Automotive Technology Associate of Science (LINK)

    1. Students will demonstrate proficiency in technical skills and safety principles required for industrial employment. Assessment:The faculty will track success rates on safety tests, technical exams and lab tasks.

    2. Students will demonstrate their ability to assess, evaluate and solve problems common to automotive, industrial, and agricultural industries.

    3.

Students will demonstrate a thorough understanding of the core material required for transfer to a four year university or certification in the department programs. Assessment:The faculty will track success rates for the required courses, completion rates of the certificate of achievement and degree as well as completion of industry certificates.

1.

Biology Associate in Science for Transfer (LINK)

1. Students will be able to demonstrate proficiency using a microscope.
2. Students will be able to research a topic, design experiments, synthesize and evaluate the information they find and will be able to justify and express their opinion on virtually any topic using the Scientific Method.

1.

Chemistry Associate in Science for Transfer (LINK)

1. The student shall be able to apply logical quantitative and qualitative reasoning in solving problems. Assessment.
2. The student shall be able to apply the methodologies of chemistry when approaching a problem.
3. The student shall demonstrate a knowledge of and recognize the processes that explain natural chemical phenomena.

1.

Chemistry Associate in Science for UC (LINK)

1.

Upon successful completion of the program, the student will be able to apply logical quantitative and qualitative reasoning in solving problems.

2. Upon successful completion of the program, the student will be able to apply the methodologies of chemistry when approaching a problem.

3. Upon successful completion of the program, the student will be able to demonstrate a knowledge of and recognize the processes that explain natural chemical phenomena.

1. Environmental Resource Management Associate of Science (LINK)

    1. Upon successful completion of the course, the student will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of the environment.

    2. Upon successful completion of the course, the student will effectively communicate scientific and technical knowledge in a professional manner.

    3. Upon successful completion of the course, the student will demonstrate competency in scientific and technical knowledge related to environmental resource management.

    4. Upon successful completion of the course, the student will demonstrate proficiency in quantitative skills and information management of environmental resources specific to their chosen field.

    5. Upon successful completion of the course, the student will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of the environment.

1.

Food Service Management Associate of Science (LINK)

1. Upon successful completion of the program, the student will be able to demonstrate a variety of the principles and methods of food preparation emphasizing use of standardized recipes, industry production standards, and development of work skills.

2. Upon successful completion of the program, the student will be able to demonstrate dining room service functions using a variety of types of service and demonstrate an understanding of quality customer service.

3. Upon successful completion of the program, the student will be able to develop an understanding of a supervisors role and responsibilities in managing a food service operation.

4. Upon successful completion of the program, the student will be able to practice proper principles of food safety and sanitation in their application to food service operations.

1.

Geology Associate in Science for Transfer (LINK)

1. Demonstrate a knowledge of and recognize the processes that explain natural phenomena.

2. Apply the methodologies of science when approaching a problem.

3. Apply logical quantitative and qualitative reasoning in solving problems or analyzing arguments.

1.

Natural Resource Management Associate of Science (LINK)

1.

Upon successful completion of the program, the student will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of natural resources.

2. Upon successful completion of the program, the student will effectively communicate scientific and technical knowledge in a professional manner.

3. Upon successful completion of the program, the student will demonstrate competency in scientific and technical knowledge related to natural resource management.

4. Upon successful completion of the program, the student will demonstrate proficiency in quantitative skills and information management of natural resources specific to their chosen field.

5. Upon successful completion of the program, the student will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of natural resources

1. Plant Science Associate of Science for Transfer (LINK)

    1. The student will be able to identify and utilize pertinent concepts of plant physiology, anatomy, nutrition, reproduction, and pest control to solve plant production problems under field, greenhouse, or landscape conditions.

    2. The student will be able to identify and utilize pertinent concepts of soil physical, chemical, and biological properties and their interactions with plants to solve plant production problems under field, greenhouse, or landscape conditions.

    3.

The student will be able to identify and utilize pertinent concepts of plant propagation to effectively reproduce plants from seed, stems, leaves, roots, natural propagules, and/or small amounts of tissue in culture and to produce grafted plants.

Total: 19 Programs

Documentation supporting the figure reported above (upload):

Do the figures reported above cover one, two, or three academic years?:
One

Percentage of students who graduate from programs that require an understanding of the concept of sustainability:
1.9856770833333333

Optional Fields

Website URL where information about the sustainability learning outcomes is available:
https://bakersfield.elumenapp.com/catalog/2024-2025/programs-of-study#mainContent

Additional documentation to support the submission:

Data source(s) and notes about the submission:

1. Agriculture Business Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/agriculture-business-associate-in-science-for-transfer-spring-2021
2. Agriculture Animal Science Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/agriculture-animal-science-associate-in-science-for-transfer-summer-2019
3. Animal Science Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/animal-science-associate-of-science-summer-2018
4. Food Science and Technology Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/food-science-and-technology-associate-of-science-fall-2020
5. Forestry Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/forestry-associate-of-science-spring-2024
6. Forest Resource Management Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/forest-resource-management-associate-of-science-fall-2023
7. Mechanized Agriculture Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/mechanized-agriculture-associate-of-science-spring-2020
8. Environmental Horticulture Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/environmental-horticulture-associate-of-science-spring-2019
9. Agriculture Plant Science Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/agriculture-plant-science-associate-in-science-for-transfer-fall-2018
10. Environmental Science Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/environmental-science-associate-in-science-for-transfer-fall-2019#mainContent
11. Automotive Technology Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/automotive-technology-associate-of-science-fall-2018

12. Biology Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/biology-associate-in-science-for-transfer-fall-2019#mainContent

13. Chemistry Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/chemistry-associate-in-science-for-transfer-summer-2019

14. Chemistry Associate in Science for UC: https://bakersfield.elumenapp.com/catalog/2024-2025/program/uctp-chemistry-fall-2020

15. Environmental Resource Management Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/environmental-resource-management-associate-of-science-summer-2023

16. Food Service Management Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/food-service-management-associate-of-science-fall-2019

17. Geology Associate in Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/geology-associate-in-science-for-transfer-summer-2019

18. Natural Resource Management Associate of Science: https://bakersfield.elumenapp.com/catalog/2024-2025/program/natural-resource-management-associate-of-science-summer-2023

19. Plant Science Associate of Science for Transfer: https://bakersfield.elumenapp.com/catalog/2024-2025/program/agriculture-plant-science-associate-in-science-for-transfer-fall-2018

Undergraduate Program

Provisional Score	Responsible Party
3.00 / 3.00	

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree, or certificate program) for undergraduate students

  AND/OR

- Undergraduate-level, sustainability-focused minor or concentration (e.g., a concentration on sustainable business within a business major).

To count, a major, degree/certificate program, minor, or concentration must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

"---" indicates that no data was submitted for this field

Majors, degrees and certificate programs

Does the institution offer at least one sustainability-focused major, degree, or certificate program for undergraduate students?:
Yes

Name of the sustainability-focused undergraduate degree program:
Environmental Science Associate of Science

A brief description of the undergraduate degree program:

The Environmental Science program at Bakersfield College explores the complex interactions between human actions, environmental impacts, and effects on human populations. Students will gain a deeper understanding of problems such as climate change, pollution, biodiversity loss, and natural resource overuse while developing the skills necessary to evaluate and facilitate sustainable solutions.

Website URL for the undergraduate degree program:
https://bakersfield.elumenapp.com/catalog/2025-2026-Catalog/program/environmental-science-associate-in-science-for-transfer-fall-2019#mainContent

Additional degree programs (optional)

Name of the sustainability-focused, undergraduate degree program (2nd program):
Forest Resource Management Associate of Science

None
A brief description of the undergraduate degree program (2nd program):

The Forest Resource Management program at Bakersfield College focuses on creating a passion for the stewardship of the environment and believes in sustainable use of our natural resources. Our program's goal is to provide experiential learning through a combination of foundational knowledge based in ecology and acquisition of forestry skills (in the classroom and in the field) to succeed in any field within the wide domain of forest resource management.

Website URL for the undergraduate degree program (2nd program):
https://bakersfield.elumenapp.com/catalog/2025-2026-Catalog/program,forest-resource-management-associate-of-science-summer-2025#mainContent

Name of the sustainability-focused, undergraduate degree program (3rd program):
Environmental Resource Management Associate of Science

None
A brief description of the undergraduate degree program (3rd program):

The Environmental Resource Management program at Bakersfield College focuses on creating a passion for the stewardship of the environment and believes in sustainable use of our environment. Our program's goal is to provide experiential learning through a combination of foundational knowledge based in ecology and acquisition of skills (in the classroom and in the field) to succeed in any field within the wide domain of environmental resource management.

Website URL for the undergraduate degree program (3rd program):
https://bakersfield.elumenapp.com/catalog/2025-2026-Catalog/program,environmental-resource-management-associate-of-science-summer-2023#mainContent

None
The name and website URLs of all other sustainability-focused, undergraduate degree program(s):

Bakersfield College 2025-2026 Course Catalog

Minors and concentrations

Does the institution offer one or more sustainability-focused minors or concentrations for undergraduate students?:
No

Name of the sustainability-focused undergraduate minor or concentration:

A brief description of the undergraduate minor or concentration:

Website URL for the undergraduate minor or concentration:

Additional minors and concentrations (optional)

Name of the sustainability-focused undergraduate minor or concentration (2nd program):

A brief description of the undergraduate minor or concentration (2nd program):

Website URL for the undergraduate minor, concentration or certificate (2nd program):

Name of the sustainability-focused undergraduate minor or concentration (3rd program):

A brief description of the undergraduate minor or concentration (3rd program):

Website URL for the undergraduate minor or concentration (3rd program):

The name and website URLs of all other sustainability-focused undergraduate minors and concentrations:

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Graduate Program

Responsible Party

Criteria

Institution offers at least one:

- Sustainability-focused program (major, degree program, or equivalent) for graduate students

  AND/OR

- Graduate-level sustainability-focused minor, concentration, or certificate (e.g., a concentration on sustainable business within an MBA program).

To count, a program, minor, concentration, or certificate must have a primary and explicit focus on the concept of sustainability or the interdependence of ecological systems and social/economic systems.

Extension certificates and other certificates that are not part of academic degree programs do not count for this credit; they are covered in the Continuing Education credit in Public Engagement.

This credit was marked as **Not Applicable** for the following reason:

Institution offers fewer than 25 distinct graduate programs.

Immersive Experience

Provisional Score	Responsible Party
2.00 / 2.00	

Criteria

Institution offers at least one immersive, sustainability-focused educational study program. The program is one week or more in length and may take place off-campus, overseas, or on-campus.

To qualify, a program must have a primary and explicit focus on the concept of sustainability, the interdependence of ecological and social/economic systems, and/or a major sustainability challenge.

For-credit programs, non-credit programs and programs offered in partnership with outside entities may count for this credit. Programs offered exclusively by outside entities do not count for this credit. See the Credit Example in the STARS Technical Manual for further guidance.

"---" indicates that no data was submitted for this field

Does the institution offer at least one immersive, sustainability-focused educational study program that is one week or more in length?:
Yes

A brief description of the sustainability-focused immersive program(s) offered by the institution:

- **Forest Resource Management Certificate of Achievement** (LINK)
  - Upon successful completion of the program, students will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of the forest environment.
  - Upon successful completion of the program, students will effectively communicate scientific and technical knowledge in a professional manner.
  - Upon successful completion of the program, students will demonstrate competency in scientific and technical knowledge related to forest resource management.
  - Upon successful completion of the program, students will demonstrate proficiency in quantitative skills and information management specific to their chosen field in forest resource management.
  - Upon successful completion of the program, students will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of forest resources.

- **Forestry Certificate of Achievement** (LINK)
  - Upon successful completion of the program, students will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of the forest environment.
  - Upon successful completion of the program, students will effectively communicate scientific and technical knowledge in a professional manner.

- Upon successful completion of the program, students will demonstrate competency in scientific and technical knowledge related to forest resource management.
- Upon successful completion of the program, students will demonstrate proficiency in quantitative skills and information management specific to their chosen field in forest resource management.
- Upon successful completion of the program, students will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of forest resources.

- **Natural Resource Management Certificate of Achievement** (LINK)
  - Upon successful completion of the program, students will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of natural resources.
  - Upon successful completion of the program, students will effectively communicate scientific and technical knowledge in a professional manner.
  - Upon successful completion of the program, students will demonstrate competency in scientific and technical knowledge related to natural resource management.
  - Upon successful completion of the program, students will demonstrate proficiency in quantitative skills and information management of natural resources specific to their chosen field.
  - Upon successful completion of the program, students will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of natural resources.

- **Sustainable Landscape Certificate of Achievement** (LINK)
  - Upon successful completion of the program, the student will be able to: Demonstrate the ability to communicate with clients, assess a landscape for ecological and economic sustainability, measure and analyze a property, the soil and cultural conditions and installation methods for landscape productivity, construction and Irrigation.
  - Upon successful completion of the program, the student will be able to: Evaluate, identify and utilize pertinent concepts of plant physiology, anatomy, nutrition, reproduction, cultural care, and pest control to solve horticultural problems under field, greenhouse or landscape conditions.
  - Upon successful completion of the program, the student will be able to: Select proper landscape and irrigation materials, tools and machinery and demonstrate their use in landscape industry operations.

- **Edible Education Garden Certificate of Completion** (LINK)

This Edible Education Garden Certificate of Completion covers the fundamentals of edible gardening to advanced garden management practices. The six interactive hands-on classes are an enjoyable and educational way to get into the garden, improve your skills, commune with nature, grow healthy foods or explore career opportunities for a blooming future.

- **Environmental Resource Management Certificate of Achievement** (LINK)
  - Upon successful completion of the program, the student will demonstrate critical-thinking problem-solving skills in conservation, sustainability, and management of the environment.
  - Upon successful completion of the program, the student will effectively communicate scientific and technical knowledge in a professional manner.
  - Upon successful completion of the program, the student will demonstrate competency in scientific and technical knowledge related to environmental resource management.
  - Upon successful completion of the program, the student will demonstrate proficiency in quantitative skills and information management of environmental resources specific to their chosen field.
  - Upon successful completion of the program, the student will demonstrate an understanding of their professional and ethical responsibilities as leaders in their chosen field and stewards of the environment.

Optional Fields

Website URL where information about the institution’s immersive education programs is available:
https://bakersfield.elumenapp.com/catalog/2024-2025/programs-of-study#mainContent

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sustainability Literacy Assessment

Provisional Score	Responsible Party
0.00 / 4.00	

Criteria

Institution conducts an assessment of the sustainability literacy of its students. The sustainability literacy assessment focuses on knowledge of sustainability topics and challenges.

Assessments that exclusively address sustainability culture (i.e., values, behaviors, beliefs, and awareness of campus sustainability initiatives) or student engagement in sustainability-related programs and activities are excluded. Cultural assessments and participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) are recognized in the Assessing Sustainability Culture credit in Campus Engagement.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on student knowledge of sustainability topics and challenges.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Incentives for Developing Courses

Provisional Score	Responsible Party
2.00 / 2.00	

Criteria

Institution has an ongoing program or programs that offer incentives for academic staff (i.e., faculty members) in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses or departments. To qualify, the program must specifically aim to increase student learning of sustainability.

Incentives may include release time, funding for professional development, or trainings offered by the institution. Incentives for expanding sustainability offerings in academic, non-credit, and/or continuing education courses count for this credit.

"---" indicates that no data was submitted for this field

Does the institution have an ongoing program that offers incentives for academic staff in multiple disciplines or departments to develop new sustainability courses and/or incorporate sustainability into existing courses? :
Yes

A brief description of the incentive program(s):

Bakersfield College uses a combination of structured professional development, technical workshops, and grant funding to incentivize faculture across diverse disciplines to integrate regional clean energy and sustainability concepts into their curriculum.

Through the Valley Strong Energy Institute, the college hosted a series of informational webinars focused on clean energy technologies contextualized to Kern County. Featuring presentations from national laboratory researchers, industry partners, and BC faculty, these free professional development opportunities served as formal entry points for BC staff and faculty to advance their sustainability knowledge and develop ways to integrate these topics into their coursework.

In addition, the Valley Strong Energy Institute's Curriculum Planning Group, consisting primarily of faculty alongside a technical expert from the National Laboratory of the Rockies, utilized feedback from the advisory and steering committees to design seven new for-credit and non-credit Energy courses, culminating in the creation of the Modern Energy Certificate of Completion. These sustainability-focused courses include:

- ENERB20 - Energy Fundamentals
- ENERGYB22 - Energy Science
- ENERGB26 - Energy Policy
- ENERB52NC - Carbon Capture & Storage
- ENERB53NC - Energy Data Analysis
- ENERB54NC - Sustainable Energy

Furthermore, the California Renewable Energy Laboratory (CREL), a state-wide initiative hosted by the Kern Community College District, provides ongoing incentives and funding for Bakersfield College staff and faculty seeking to incorporate clean energy and sustainability into coursework. For example, CREL fully funded a BC Automotive Technology professor to attend an intensive, two-week hands-on training at the Automotive Career Development Center. This professional development incentive allowed the faculty member to acquire specialized expertise in electric vehicles, which was leveraged to expand BC's automotive curriculum with eight new non-credit courses targeting clean transportation:

- AUTOB71AN - Electric Vehicle Motor Technology
- AUTOB71BN - Electric Vehicle Battery Technology
- AUTOB71CN - Electric Vehicle Power Management
- AUTOB71DN - Electric Vehicle Auxilliary Systems
- AUTOB72AN - Hydrogen Vehicles - Batteries and Safety
- AUTOB72BN - Hydrogen Vehicle Systems and Components
- AUTOB72CN - Hydrogen Vehicle Power Management
- AUTOB72DN - Hydrogen Vehicle Thermal Management

A brief description of the incentives that academic staff who participate in the program(s) receive:

Funded Professional Development & Training: Faculty can access fully funded, specialized training programs and professional conferences through partnerships with CREL.

Financial Compensation: Faculty members who serve as advisors for CREL student research programs receive direct financial compensation for their expertise and time investment.

Free Webinars: Academic staff have open access to technical webinars hosted by the Valley Strong Institute, allowing them to gain industry insights from national laboratory and industry experts.

Optional Fields

Website URL where information about the incentives for developing sustainability course content is available:
https://www.bakersfieldcollege.edu/community/kern-high-road-coalition/valley-strong-energy-institute.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Campus as a Living Laboratory

Provisional Score	Responsible Party
3.20 / 4.00	

Criteria

Institution is utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability.The applied learning for sustainability initiative includes living laboratory projects that contribute to understanding or advancing sustainability in at least one of the following impact areas:

- Campus Engagement
- Public Engagement
- Air & Climate
- Buildings
- Energy
- Food & Dining
- Grounds
- Purchasing
- Transportation
- Waste
- Water
- Coordination & Planning
- Diversity & Affordability
- Investment & Finance
- Wellbeing & Work

This credit includes substantive work (e.g., class projects, thesis projects, term papers, published papers) that involves active and experiential student learning (see the Credit Example in the Technical Manual). Supervised student internships and non-credit work may count as long as the work has a formal learning component (i.e., there are opportunities to document and assess what students are learning).

Projects that utilize the local community as a living laboratory to advance sustainability may be included under Public Engagement. A single, multidisciplinary living lab project may simultaneously address up to three of the areas listed above.

"---" indicates that no data was submitted for this field

Campus Engagement

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Campus Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Campus Engagement:

The Bakersfield College Arboretum (located on Bakersfield College's main campus), is a Level 1 Accredited Arboretum by from the Morton Arboretum (ArbNet) designed to serve as an outdoor living laboratory for students studying horticulture, forestry, and plant science to bridge classroom learning with practical hands-on experience and foster environmental stewardship. (LINK, LINK).

Kern Community College District hosts the California Renewable Energy Laboratory (CREL) (LINK), a statewide iniatitive that serves as a collaborative hub for clean energy education and innovation, including applied research and experiential learning opportunities for K-12 and community college students. CREL runs the CREL Student Ambassador program, a paid leadership opportunity for Kern CCD students interested in increasing campus awareness, knowledge, and interest in CREL's mission, which includes clean energy and sustainability. Through this program, students faciliate student engagement on their campuses through outreach and tabling events on campus, support CREL with the development of educational materials around clean energy and sustainability, and support sustainability initiatives on campus such as the STARS report.

Public Engagement

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Public Engagement?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Public Engagement:

CREL Student Ambassadors from Bakersfield College support CREL in bringing hands-on and on-site learning directly to K-14 audiences in Central California at no cost. In addition, CREL Student Ambassadors participate in local community events to bring awareness to clean energy and career opportunities in renewable energy through demonstration projects and 3D educational models such as an Agrivoltaics model to illustrate BC Delano Campus's future agrivoltaics site.

Air & Climate

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Air & Climate?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Air & Climate:

Throughout Bakersfield, CREL has placed PurpleAir air quality sensors that collect historical data for student research. This network is used for K-14 educational programs within the college and local school districts. These PurpleAir sensors can be found at the Weill Institute (BC), the Kern County Superintendent of Schools (KCSOS) STEAM Yard, Independence High School, and Del Oro High School.

Buildings

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Buildings?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Buildings:

In partnership with Bakersfield College and the Lawrence Berkeley National Laboratory (LBNL), CREL hosted a High-Performance Buildings student research project, where Bakersfield College students conducted energy audits for different buildings across BC's main campus and developed recommendations to improve their energy efficiency.

Energy

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Energy?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Energy:

CREL has partnered with Bakersfield College students and staff on multiple student research programs focused on different areas of clean energy. These projects include:

- Microgrid technology evaluation for the Weill Institute (BC)
- Microgrid dashboard development for the Weill Institute (BC)
- Energy audits of buildings across BC

Food & Dining

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Food & Dining?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Food & Dining:

BC Culinary Arts students collaborate with the Agriculture Department to utilize produce grown in the Edible Education Garden for a farm-to-table concept at the Renegade Room, BC's fine dining restaurant. This challenges students to test their creativity by creating dishes based on seasonal produce from the Edible Education Garden while gaining first-hand knowledge on the interconnectness of food and sustainability.

Grounds

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Grounds?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Grounds:

The Bakersfield College Arboretum (located on Bakersfield College's main campus), is a Level 1 Accredited Arboretum by from the Morton Arboretum (ArbNet) designed to serve as an outdoor living laboratory for students studying horticulture, forestry, and plant science to bridge classroom learning with practical hands-on experience.

Purchasing

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Purchasing?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Purchasing:

Transportation

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Transportation?:
Yes

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Transportation:

In partnership with Bakersfield College, the National Laboratory of the Rockies (NLR), and Project Development Solutions (PDS), CREL hosted a Clean Transportation student research program. Participating students evaluated different electric vehicle charging technologies and manufacturers, ultimately presenting their deployment recommendations at BC to BC leadership, staff, and industry partners.

Waste

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Waste?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Waste:

Water

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Water?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Water:

Coordination & Planning

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Coordination & Planning?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Coordination & Planning:

Diversity & Affordability

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Diversity & Affordability?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Diversity & Affordability:

Investment & Finance

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Investment & Finance?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Investment & Finance:

Wellbeing & Work

Is the institution utilizing its infrastructure and operations as a living laboratory for applied student learning for sustainability in relation to Wellbeing & Work?:

No

A brief description of the projects and how they contribute to understanding or advancing sustainability in relation to Wellbeing & Work:

Optional Fields

Website URL where information about the institution’s living laboratory program is available:
https://www.kccd.edu/crel/index.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Research

Points Earned	0.00
Points Available	0.00

This subcategory seeks to recognize institutions that are conducting research on sustainability topics. Conducting research is a major function of many colleges and universities. By researching sustainability issues and refining theories and concepts, higher education institutions can continue to help the world understand sustainability challenges and develop new technologies, strategies, and approaches to address those challenges.

Credit	Points
Research and Scholarship	Not Applicable
Support for Sustainability Research	Not Applicable
Open Access to Research	Not Applicable

Research and Scholarship

Responsible Party

Criteria

Part 1. Sustainability research

Institution produces sustainability research as measured by the percentage of employees who conduct research that are engaged in sustainability research.

Part 2. Sustainability research by department

Institution produces sustainability research as measured by the percentage of academic departments that conduct research that include at least one employee who conducts sustainability research.

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its sustainability research activities and initiatives. The research inventory must be based on the definition of sustainability research outlined in Standards and Terms and include for each individual conducting sustainability research:

- Name
- Departmental affiliation
- Research interests/topics or a brief description justifying the individual’s inclusion

Research for which partial or incomplete information is provided may not be counted toward earning points for this credit.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered in promotion or tenure decisions as a matter of policy or standard practice.

Support for Sustainability Research

Responsible Party

Criteria

Institution encourages and/or supports sustainability research through one or more of the following:

- An ongoing program to encourage students in multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or mentorships) that are specifically intended to increase student sustainability research.
- An ongoing program to encourage academic staff from multiple disciplines or academic programs to conduct sustainability research. To qualify, the program must provide incentives (e.g., fellowships, financial support, and/or faculty development workshops) that are specifically intended to increase sustainability research by academic staff.
- Published promotion or tenure guidelines or policies that give explicit positive recognition to interdisciplinary, transdisciplinary, and/or multidisciplinary research.
- Ongoing library support for sustainability research and learning in the form of research guides, materials selection policies and practices, curriculum development efforts, sustainability literacy promotion, and/or e-learning objects focused on sustainability.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered promotion or tenure decisions as a matter of policy or standard practice.

Open Access to Research

Responsible Party

Criteria

Institution facilitates open access publishing in at least one of the following ways. The institution:

A. Offers institutional repository hosting that makes versions of journal articles, book chapters, and other peer-reviewed scholarly works by its employees freely available on the public internet. The open access repository may be managed by the institution or the institution may participate in a consortial and/or outsourced open access repository.

B. Has a published policy that requires its employees to publish scholarly works open access or archive final post-peer reviewed (a.k.a. “'author's accepted manuscript”) versions of scholarly works in an open access repository.

While the policy may allow for publisher embargoes and/or provide a waiver option that allows authors to opt-out of the open access license/program for individual articles, policies and commitments that are strictly voluntary (i.e., opt-in) do not qualify. Likewise, open access policies published by external funding agencies do not qualify in the absence of a formal institutional policy.

C. Provides an open access article processing charge (APC) fund for employees that includes specified criteria and an application process. Discounts and ad hoc funding for APCs do not qualify in the absence of a formal ongoing program.

D. Provides open access journal hosting services (directly or through participation in a consortium) through which peer-reviewed open access journals are hosted on local servers with dedicated staff who provide publishing support at no (or minimal) cost.

Policies and programs adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Applicable** for the following reason:

Research is not considered in promotion or tenure decisions as a matter of policy or standard practice.

Engagement

Campus Engagement

Points Earned 2.55

Points Available 21.00

This subcategory seeks to recognize institutions that provide their students with sustainability learning experiences outside the formal curriculum. Engaging in sustainability issues through co-curricular activities allows students to deepen and apply their understandings of sustainability principles. Institution-sponsored, co-curricular sustainability offerings help integrate sustainability into the campus culture and set a positive tone for the institution.

In addition, this subcategory recognizes institutions that support employee engagement, training and development programs in sustainability. Employees' daily decisions impact an institution's sustainability performance and employees can model sustainable behavior for students and the rest of the campus community. Equipping employees with the tools, knowledge, and motivation to adopt behavior changes that promote sustainability is an essential activity of a sustainable campus.

Credit	Points
Student Educators Program	0.00 / 4.00
Student Orientation	0.00 / 2.00
Student Life	1.75 / 2.00
Outreach Materials and Publications	0.80 / 2.00
Outreach Campaign	0.00 / 4.00
Assessing Sustainability Culture	0.00 / 1.00
Employee Educators Program	0.00 / 3.00
Employee Orientation	0.00 / 1.00
Staff Professional Development and Training	0.00 / 2.00

Student Educators Program

Provisional Score	Responsible Party
0.00 / 4.00	

Criteria

Part 1. Percentage of students served by a peer-to-peer, sustainability educators program

Institution engages its students in sustainability outreach and education as measured by the percentage of students served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per student served by a peer-to-peer program

Institution engages its students in sustainability outreach and education as measured by the ratio of the number of hours worked by trained student educators to the number of students served by a peer-to-peer program.

To earn points for this credit, an institution must coordinate an ongoing, peer-to-peer sustainability outreach and education program for students that is explicitly focused on sustainability. The institution:

- Selects or appoints students to serve as peer educators and formally designates the students as educators (paid and/or volunteer);
- Provides formal training to the student educators in how to conduct peer outreach; and
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

This credit recognizes ongoing student educator programs that engage students as peers on a regular basis. For example, student educators may be responsible for serving (i.e., directly targeting) a particular subset of students, such as those living in residence halls or enrolled in certain academic subdivisions. Thus, a group of students may be served by a program even if not all of these students actively participate.

Sustainability outreach campaigns, sustainability events, and student clubs or groups are not eligible for this credit unless the criteria outlined above are met. These programs are covered by the Outreach Campaign and Student Life credits.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Student Orientation

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Institution includes sustainability prominently in its student orientation activities and programming. Sustainability activities and programming are intended to educate about the principles and practices of sustainability. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

As this credit is intended to recognize programming and student learning about sustainability, incorporating sustainability strategies into event planning (e.g., making recycling bins accessible or not serving bottled water) is not, in and of itself, sufficient for this credit. Such strategies may count if they are highlighted and are part of the educational offerings. For example, serving local food would not, in and of itself, be sufficient for this credit; however, serving local food and providing information about sustainable food systems during meals could contribute to earning this credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Student Life

Provisional Score	Responsible Party
1.75 / 2.00	

Criteria

Institution has co-curricular sustainability programs and initiatives. The programs and initiatives fall into one or more of the following categories:

- Active student groups focused on sustainability
- Gardens, farms, community supported agriculture (CSA) or fishery programs, and urban agriculture projects where students are able to gain experience in organic agriculture and sustainable food systems
- Student-run enterprises that include sustainability as part of their mission statements or stated purposes (e.g., cafés through which students gain sustainable business skills)
- Sustainable investment funds, green revolving funds or sustainable microfinance initiatives through which students can develop socially, environmentally and fiscally responsible investment and financial skills
- Conferences, speaker series, symposia, or similar events focused on sustainability
- Cultural arts events, installations or performances focused on sustainability
- Wilderness or outdoors programs (e.g., that organize hiking, backpacking, kayaking, or other outings for students) that follow Leave No Trace principles
- Sustainability-focused themes chosen for themed semesters, years, or first-year experiences (e.g., choosing a sustainability-focused book for common reading)
- Programs through which students can learn sustainable life skills (e.g., a series of sustainable living workshops, a model room in a residence hall that is open to students during regular visitation hours and demonstrates sustainable living principles, or sustainability-themed housing where residents and visitors learn about sustainability together)
- Sustainability-focused student employment opportunities offered by the institution
- Graduation pledges through which students pledge to consider social and environmental responsibility in future job and other decisions

Multiple programs and initiatives may be reported for each category and each category may include institution-governed and/or student-governed programs.

Student groups

Does the institution have an active student group focused on sustainability?:
Yes

Name and a brief description of the active student groups focused on sustainability:

Club Organizations List Link

Agriculture Club: The Agriculture Club creates a community for those who are passionate about careers related to environmental sciences. They are a broad umbrella that advocates for all majors under the agriculture program. They offer guidance outside the classroom that can enhance members' knowledge, networking, and exposure to internships and mentor opportunities.

Geology Club: The Geology Club at Bakersfield College is dedicated to fostering a community beyond the classroom for students passionate about Geology, Natural/ Earth, and Environmental Sciences, as well as Anthropology, Archaeology, and Astronomy. Members enhance their knowledge through group discussions, hands-on experiences such as field trips, and exposure to valuable opportunities, including scholarships and internships.

Society of American Foresters at Bakersfield College: The Society of American Foresters club at Bakersfield College aims to engage students in Forestry and other outdoors-related activities.

Renegade Garden Club: To cultivate a vibrant sustainable community that serves as an educational resource. We aim to promote environmental stewardship, foster hands-on learning, and enhance community engagement through collaborative gardening projects and workshops.

Gardens and farms

Does the institution have a garden, farm, community supported agriculture (CSA) or fishery program, or an urban agriculture project where students are able to gain experience in organic agriculture and sustainable food systems?:
Yes

A brief description of the gardens, farms, community supported agriculture (CSA) or fishery programs, and/or urban agriculture projects:

Edible Education Garden: On the main campus, Bakersfield College's Edible Education Garden is utilized as a living laboratory for students to gain hands-on experience in sustainably growing nutritious food, allowing them to learn skills and values that will launch them into successful careers and promote food security. Students can also pursue the Edible Education Garden Certification of Completion to take a deeper dive into edible gardening and garden management practices.

Regenerative Farm: BC's Delano Campus hosts a regenerative farm, which serves as a living laboratory for students to gain hands-on experience in sustainable agriculture.

Horticulture Laboratory (LINK): Multiple pathways utilize the Horticulture Laboratory/Greenhouse.

Agricultural Laboratory (LINK): The Agricultural Laboratory provides the tools and resources necessary for students to gain in-depth knowledge while contributing to the constantly evolving agricultural industry. Courses that utilize the Laboratory include "Introduction to Animal Science", "Livestock Education, Beef Production", etc.

Student-run enterprises

Does the institution have a student-run enterprise that includes sustainability as part of its mission statement or stated purpose?:

No

A brief description of the student-run enterprises:

Sustainable investment and finance

Does the institution have a sustainable investment fund, green revolving fund, or sustainable microfinance initiative through which students can develop socially, environmentally and fiscally responsible investment and financial skills?:

No

A brief description of the sustainable investment funds, green revolving funds or sustainable microfinance initiatives:

Events

Has the institution hosted a conference, speaker series, symposium, or similar event focused on sustainability during the previous three years that had students as the intended audience?:
Yes

A brief description of the conferences, speaker series, symposia, or similar events focused on sustainability:

Bakersfield College and the Horticulture Department host the Garden Fest every year on campus (LINK). This unique event features a collaboration between vendors, attendees, and BC. Moreover, during the festival, there are public seminars that discuss sustainability.

Cultural arts

Has the institution hosted a cultural arts event, installation, or performance focused on sustainability with the previous three years that had students as the intended audience?:
Yes

A brief description of the cultural arts events, installations, or performances focused on sustainability:

As mentioned in the previous field, the Agriculture Department holds the Garden Fest event each year at Renegade Park, showcasing the talents of the BC students. A variety of plants are for sale and vendors are welcome for an outdoor festival complete with food, drawings, entertainment, and prizes.

Wilderness and outdoors programs

Does the institution have a wilderness or outdoors program that follow Leave No Trace principles?:
Yes

A brief description of the wilderness or outdoors programs that follow Leave No Trace principles:

The Forestry and Natural Resources program at Bakersfield College provides wilderness and outdoor opportunities to students. They follow "Leave No Trace" principles (LINK).

Sustainability-focused themes

Has the institution had a sustainability-focused theme chosen for a themed semester, year, or first-year experience during the previous three years?:

No

A brief description of the sustainability-focused themes chosen for themed semesters, years, or first-year experiences:

Sustainable life skills

Does the institution have a program through which students can learn sustainable life skills?:
Yes

A brief description of the programs through which students can learn sustainable life skills:

The California Renewable Energy Laboratory (CREL) offers community education and engagement through webinars, K-14 energy academies, conferences, and outreach. Additionally, CREL is developing mini-demonstration projects which will serve as living labs for students, such as the Delano Campus's upcoming Agrivoltaics project (LINK).

The Edible Education Garden offers non-credit courses that teach life skills [ORNH B70, B71, B72, B74] (LINK).

Student employment opportunities

Does the institution offer sustainability-focused student employment opportunities?:
Yes

A brief description of the sustainability-focused student employment opportunities offered by the institution:

The Student Employment Department, located in FACE 16, serves Bakersfield College students, graduates, and alumni with employment resources for on and off campus opportunities. Moreover, Bakersfield College utilizes Jobspeaker, a site that provides access to opportunities for individuals. Jobspeaker offers a wide variety of jobs, including sustainability-focused employment opportunities (LINK).

CRELruns the CREL Student Ambassador program, a paid leadership opportunity for Kern CCD students interested in increasing campus awareness, knowledge, and interest in CREL's mission, which includes clean energy and sustainability. Through this program, Bakersfield College students faciliate student engagement on campus through outreach and tabling events, support CREL with the development of educational materials around clean energy and sustainability, and support sustainability initiatives on campus such as the STARS report.

In addition, the Ornamental Horiculture program offers sustainability-focused student employment through work experience in the edible garden [ORNH B48WE] (LINK).

Graduation pledge

Does the institution have a graduation pledge through which students pledge to consider social and environmental responsibility in future job and other decisions?:

No

A brief description of the graduation pledge(s):

Optional Fields

A brief description of other co-curricular sustainability programs and initiatives that do not fall into one of the above categories:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Outreach Materials and Publications

Provisional Score	Responsible Party
0.80 / 2.00	

Criteria

Institution produces outreach materials and/or publications that foster sustainability learning and knowledge. The publications and outreach materials include at least one the following:

- A central sustainability website that consolidates information about the institution’s sustainability efforts
- A newsletter or social media platform (e.g., Facebook, Twitter, or interactive blog) that focuses specifically on campus sustainability
- Signage that highlights sustainability features on campus
- A sustainability walking map or tour
- A guide for green living and/or incorporating sustainability into the residential experience

This credit is focused on ongoing outreach efforts. Materials and publications designed to promote a specific event or time-limited campaign are excluded and covered by other credits in Campus Engagement.

"---" indicates that no data was submitted for this field

Central sustainability website

Does the institution have a central sustainability website that consolidates information about the institution’s sustainability efforts?:
Yes

Website URL for the central sustainability website:
https://committees.bakersfieldcollege.edu/facilities-and-sustainability/index.html

Sustainability newsletter or social media platform

Does the institution have a sustainability newsletter or social media platform that focuses specifically on campus sustainability?:

No

A brief description of the sustainability newsletter or social media platform:

Signage

Does the institution have signage that highlights sustainability features on campus?:
Yes

A brief description of the signage that highlights sustainability features on campus:

The Arboretum has signs next to each of its trees with its common name, scientific name, and what area of the world it is native to.

Here is an example of one such sign: https://drive.google.com/file/d/1ymgHWv6LC2TTpaLcbNBnDUEtM0daoT5f/view?usp=drive_link

Sustainability map or tour

Does the institution provide a sustainability walking map or tour?:
No

A brief description of the sustainability walking map or tour:

Green living guide

Does the institution produce a guide for green living and/or incorporating sustainability into the residential experience?:

No

A brief description of the guide for green living and/or incorporating sustainability into the residential experience:

Optional Fields

A brief description of other comprehensive sustainability outreach materials and publications not covered above:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Outreach Campaign

Provisional Score	Responsible Party
0.00 / 4.00	

Criteria

Part 1. Student outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at students that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution, a student organization, or by students in a course.

Part 2. Employee outreach campaign

Institution holds at least one sustainability-related outreach campaign directed at employees that yields measurable, positive results in advancing sustainability. The sustainability-related outreach campaign may be conducted by the institution or by an employee organization.

The campaign(s) reported for this credit could take the form of a competition (e.g., a residence hall conservation competition), a rating or certification program (e.g. a green dorm or green office rating program), and/or a collective challenge (e.g., a campus-wide drive to achieve a specific sustainability target). A single campus-wide campaign may meet the criteria for both parts of this credit if educating students is a prime feature of the campaign and it is directed at both students and employees.

Measurable, positive results typically involve reductions in energy, waste or water use, cost savings and/or other benefits. To measure if a campaign yields measurable, positive results, institutions should compare pre-campaign performance to performance during or after the campaign. Increased awareness or increased membership of a mailing list or group is not sufficient in the absence of other positive results.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Assessing Sustainability Culture

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution conducts an assessment of campus sustainability culture. The cultural assessment focuses on sustainability values, behaviors, and beliefs, and may also address awareness of campus sustainability initiatives.

An assessment that covers a single sustainability topic (e.g., a transportation survey) does not count in the absence of a more comprehensive cultural assessment. Likewise, assessments that exclusively address sustainability literacy (i.e., knowledge of sustainability topics and challenges) are excluded. Literacy assessments are recognized in the Sustainability Literacy Assessment credit in Curriculum.

Participation by U.S. and Canadian institutions in the Sustainability Education Consortium (NSSE) qualifies as a cultural assessment.

An institution may use a single instrument that addresses sustainability literacy, culture, and/or engagement to meet the criteria for this credit if a substantive portion of the assessment (e.g., at least ten questions or a third of the assessment) focuses on sustainability values, behaviors, and/or beliefs.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Employee Educators Program

Provisional Score	Responsible Party
0.00 / 3.00	

Criteria

Part 1. Percentage of employees served by a peer-to-peer educators program

Institution engages its employees in sustainability outreach and education as measured by the percentage of employees served (i.e., directly targeted) by a peer-to-peer educators program.

Part 2. Educator hours per employee served by a peer-to-peer program

Institution engages its employees in sustainability outreach and education as measured by the ratio of the number of hours worked by trained employee educators to the number of employees served by a peer-to-peer program.

To earn points for this credit, an institution must administer or oversee an ongoing, peer-to-peer sustainability outreach and education program for employees. The institution:

- Selects or appoints employees to serve as peer educators and formally designates the employees as educators (paid and/or volunteer);
- Provides formal training to the employee educators in how to conduct peer outreach; AND
- Supports the program with financial resources (e.g., by providing an annual budget) and/or administrative coordination.

To qualify, a program must be explicitly focused on sustainability. The peer educators must also represent diverse areas of campus; the outreach and education efforts of sustainability staff or a sustainability office do not count in the absence of a broader network of peer educators.

This credit recognizes ongoing programs that engage employees as peers on a regular basis. For example, employee educators may represent or be responsible for engaging workers in certain departments or buildings. Thus, a group of employees may be served (i.e., directly targeted) by a program even if not all of these employees actively participate.

Ongoing green office certification programs and the equivalent may count for this credit if they include formally designated and trained employee educators (e.g., “green leaders”).

Employee orientation activities and training and/or professional development opportunities in sustainability for staff are excluded from this credit. These activities are covered in the Employee Orientation and Staff Professional Development and Training credits.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Employee Orientation

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution covers sustainability topics in new employee orientation and/or in outreach and guidance materials distributed to new employees. The topics covered include multiple dimensions of sustainability (i.e., environmental, social, and economic).

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Staff Professional Development and Training

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1. Availability of professional development and training in sustainability

Institution makes available professional development and training opportunities in sustainability to all non-academic staff at least once per year.

Part 2. Participation in professional development and training in sustainability

Institution’s regular (full-time and part-time) non-academic staff participate in sustainability professional development and training opportunities that are either provided or supported by the institution.

For both Part 1 and Part 2 of this credit, the opportunities may be provided internally (e.g., by departments or by the sustainability office) or externally as long as they are specific to sustainability. The opportunities include:

- Training to integrate sustainability knowledge and skills into the workplace;
- Lifelong learning and continuing education in sustainability; and/or
- Sustainability accreditation and credential maintenance (e.g., LEED AP/GA).

This credit focuses on formal professional development and training opportunities, for example as delivered by trainers, managers, sustainability staff, and external organizations. Peer-to-peer educator programs and employee outreach campaigns are recognized in the Employee Educators Program and Outreach Campaign credits respectively, and should only be reported in this credit if such programs are formally recognized by the institution as professional development and training, for example in employee performance reviews.

For an external professional development or training opportunity to count, the institution must offer financial or other support (e.g., payment, reimbursement, or subsidy).

This credit applies to non-academic staff members only; it does not include academic staff, i.e., faculty members. Faculty professional development in sustainability is recognized in the Incentives for Developing Courses credit in Curriculum.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Public Engagement

Points Earned 6.17

Points Available 20.00

This subcategory seeks to recognize institutions that help catalyze sustainable communities through public engagement, community partnerships and service. Engagement in community problem-solving is fundamental to sustainability. By engaging with community members and organizations in the governmental, nonprofit and for-profit sectors, institutions can help solve sustainability challenges.

Community engagement can help students develop leadership skills while deepening their understandings of practical, real-world problems and the process of creating solutions. Institutions can contribute to their communities by harnessing their financial and academic resources to address community needs and by engaging community members in institutional decisions that affect them. In addition, institutions can contribute toward sustainability broadly through inter-campus collaboration, engagement with external networks and organizations, and public policy advocacy.

Credit	Points
Community Partnerships	3.00 / 3.00
Inter-Campus Collaboration	0.00 / 3.00
Continuing Education	3.17 / 5.00
Community Service	0.00 / 5.00
Participation in Public Policy	0.00 / 2.00
Trademark Licensing	0.00 / 2.00

Community Partnerships

Provisional Score	Responsible Party
3.00 / 3.00	

Criteria

Institution has one or more formal community partnership(s) with school districts, government agencies, private sector organizations, civil society organizations, and/or other external entities to work together to advance sustainability on a regional, municipal, community, or neighborhood scale.

This may be demonstrated by having an active community partnership that addresses sustainability challenges in the broader community and meets at least two of the following criteria. The partnership is:

- Financially or materially supported by the institution.
- Multi-year or ongoing (rather than a short-term project or event).
- Sustainability-focused, i.e., its primary and explicit focus is on the concept of sustainability, the interdependence of ecological and social/economic systems, or a major sustainability challenge.
- Inclusive and participatory, i.e., underrepresented groups and/or vulnerable populations are engaged as equal partners in strategic planning, decision-making, implementation, and review.

This credit is inclusive of partnerships with local and distant communities.

Community-based research and engaged scholarship around sustainability challenges may be included if it involves formal partnership(s). Although community service activities (e.g., academic service learning, co-curricular service learning and volunteer activities, Work-Study community service, and paid community service internships) may involve partnerships and contribute toward sustainability, they are covered in the Community Service credit and should not be included in this credit.

"---" indicates that no data was submitted for this field

1st Partnership

Name of the institution’s formal community partnership to advance sustainability :
National Laboratory of the Rockies (NLR)

Does the institution provide financial or material support for the partnership? :
Yes

Which of the following best describes the partnership timeframe?:
Multi-year or ongoing

Which of the following best describes the partnership?:
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? :
Yes

A brief description of the institution’s formal community partnership to advance sustainability:

This partnership was developed to eventually establish a campus with the goal of expanding the energy sector here in Kern County. This partnership will support an innovative coalition of public and private partners committed to addressing (1) research, (2) policy issues, (3) workforce development, and (4) innovative projects in the energy sector. Bakersfield College will play a leadership role in:

1. Providing critical job training to the region to ensure an economically inclusive expansion of the energy sector, including commercial-scale alternative energy generation.
2. Facilitating strategic research and statewide discussions on the diversification of energy issues.
3. Convening industries in the energy sector, governmental agencies, technical experts, and institutions of higher learning to offer a "safe zone" for substantive conservation which may serve to influence state and local energy policy.

(LINK)

2nd Partnership

Name of the institution's formal community partnership to advance sustainability (2nd partnership):
Lawrence Berkeley National Laboratory (LBNL)

Does the institution provide financial or material support for the partnership? (2nd partnership):
Yes

Which of the following best describes the partnership timeframe? (2nd partnership):
Multi-year or ongoing

Which of the following best describes the partnership's sustainability focus? (2nd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (2nd partnership):
Not Sure

A brief description of the institution's formal community partnership to advance sustainability (2nd partnership):

In partnership with LBNL, BC's Child Development Center served as a site for LBNL's HP-Flex: Load Management of Heat Pumps pilot project, an initiative that focused on optimizing energy-use based on building owner preferences while also responding to electricity prices and utility demand.

BC is currently participating in LBNL's California Campus Load Flexibility (CC-FLEX) program. This initiative aims to transform BC into a Virtual Power Plant, allowing the campus to reduce greenhouse gas emissions and electricity costs.

3rd Partnership

Name of the institution’s formal community partnership to advance sustainability (3rd partnership):
Livermore Lab Foundation

Does the institution provide financial or material support for the partnership? (3rd partnership):
Yes

Which of the following best describes the partnership timeframe? (3rd partnership):
Multi-year or ongoing

Which of the following best describes the partnership? (3rd partnership):
Sustainability-focused

Are underrepresented groups and/or vulnerable populations engaged as equal partners? (3rd partnership):
Not Sure

A brief description of the institution’s formal community partnership to advance sustainability (3rd partnership):

Bakersfield College and the Livermore Lab Foundation have entered a partnership focused on scientific technical assistance, community education, and workforce development to support carbon dioxide management solutions, including carbon neutrality, mitigation, removal, storage, and climate change in Kern County and throughout California (LINK).

Optional Fields

A brief description of the institution’s other community partnerships to advance sustainability:

ForeFront Power: Bakersfield College partnered with ForeFront Power to develop a 4 mega-watt-DC distributed solar energy portfolio. Under the terms of a Power Purchase Agreement with KCCD, ForeFront Power charges the District a fixed, below-market rate for electricity, which is locked in for 20-year duration of the agreement. ForeFront Power will continue to operate and maintain the system at no cost to the District, saving Bakersfield College millions of dollars in operating expenses and freeing up funds that can be redirected to student outcomes.

As part of its partnership, ForeFront Power also funds the SEI Climate Corps fellowships for Bakersfield College students. (LINK)

Website URL where information about the institution’s community partnerships to advance sustainability is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Inter-Campus Collaboration

Provisional Score	Responsible Party
0.00 / 3.00	

Criteria

Institution collaborates with other colleges and universities in one or more of the following ways to support and help build the campus sustainability community. The institution:

- Is a member of a national or international higher education sustainability network.
- Actively participates in a regional, state/provincial, or local higher education sustainability network.
- Has presented at a higher education sustainability conference during the previous year.
- Has submitted a case study or the equivalent during the previous year to an external higher education sustainability resource center (e.g., AASHE’s Campus Sustainability Hub or EAUC’s Sustainability Exchange) or awards program.
- Has had employees or students serving on a board or committee of an external higher education sustainability network or conference during the previous three years.
- Has an ongoing mentoring relationship with another institution through which it assists the institution with its sustainability reporting and/or the development of its sustainability program.
- Has had employees or students serving as peer reviewers of another institution’s sustainability data (e.g., GHG emissions or course inventory) and/or STARS submission during the previous three years.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Continuing Education

Provisional Score	Responsible Party
3.17 / 5.00	

Criteria

Part 1. Continuing education courses in sustainability

Institution’s offers continuing education courses that are sustainability-focused or sustainability-inclusive (see Standards and Terms).

Required documentation

Institution must provide an inventory conducted during the previous three years to identify its continuing education sustainability course offerings and describe for current and prospective students how each course addresses sustainability. For each course, the inventory must include:

- The title and department (or equivalent) of the course.
- A brief course description or rationale explaining why the course is included that references sustainability, the interdependence of ecological and social/economic systems, or a sustainability challenge.

Courses for which partial or incomplete information is provided may not be counted toward earning points for this credit. An institution that has developed a more refined approach to course classification may use that approach as long as it is consistent with the definitions and guidance provided.

Part 2. Sustainability-focused certificate program

Institution has at least one sustainability-focused certificate program through its continuing education or extension department (or the equivalent).

Degree-granting programs (e.g., programs that confer Baccalaureate, Masters, or Associate degrees) and certificates that are part of academic degree programs are not included in this credit; they are covered in the Curriculum subcategory.

"---" indicates that no data was submitted for this field

Part 1 . Continuing education courses in sustainability

Total number of continuing education courses offered:
515.0

Number of continuing education courses that are sustainability course offerings:
20.0

Percentage of continuing education courses that are sustainability course offerings:
3.8834951456310676

Course Inventory

A copy of the institution’s inventory of its continuing education sustainability course offerings and descriptions:
BC_STARS_Continuing_Education_Course_Inventory_June_2026_i6pnFUN.xlsx

Institution’s inventory of its continuing education sustainability course offerings and descriptions:

Do the figures reported above cover one, two, or three academic years?:
One

Part 2. Sustainability-focused certificate program

Does the institution have at least one sustainability-focused certificate program through its continuing education or extension department?:
Yes

A brief description of the certificate program(s):

The Modern Energy Certificate is focused on preparing students for careers in renewable energy and sustainability. Topics include data analysis, renewable energy, and carbon neutrality, capture, and storage. The program is tuition-free and the courses are non-credit.

Optional Fields

Website URL where information about the institution’s continuing education courses and programs in sustainability is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Community Service

Provisional Score	Responsible Party
0.00 / 5.00	

Criteria

Part 1. Percentage of students participating in community service

Institution engages its students in community service, as measured by the percentage of students who participate.

Part 2. Community service hours per student

Institution engages students in community service, as measured by the average hours contributed per student per year.

Part 3. Employee community service program

Institution has a formal program to support employee volunteering during regular work hours, for example by offering paid time off for volunteering or by sponsoring an organized service event for which employees are compensated.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Participation in Public Policy

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Institution advocates for public policies that support campus sustainability or that otherwise advance sustainability. The advocacy may take place at one or more of the following levels:

- Municipal/local
- State/provincial/regional
- National
- International

The policy advocacy must have the implicit or explicit support of the institution’s top administrators and/or governing bodies to count. For example, advocacy by administrators, students, or employees who are acting as representatives of the institution or its governance bodies may count. Advocacy by students or employees conducted in a personal capacity does not count unless it is formally endorsed at the institutional level.

Examples of advocacy efforts include supporting or endorsing legislation, ordinances, and public policies that advance sustainability; active participation in campaigns aiming to change public policy; and discussions with legislators in regard to the above.

This credit acknowledges institutions that advocate for policy changes and legislation to advance sustainability broadly. Advocacy efforts that are made exclusively to advance the institution's interests or projects may not be counted. For example, advocating for government funding for campus sustainability may be counted, whereas lobbying for the institution to receive funds that have already been appropriated may not.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Trademark Licensing

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Institution ensures that apparel bearing its name/logo is produced under fair working conditions by:

- Maintaining current membership in the Worker Rights Consortium (WRC), the Fair Labor Association (FLA), or (for institutions outside the U.S., Canada, and the U.K.), an equivalent independent monitoring and verification organization that has been approved by AASHE; OR
- Adopting a labor rights code of conduct in its licensing agreements with licensees who produce its logo apparel without maintaining institutional membership in an independent monitoring and verification organization.

To qualify, a labor rights code of conduct must be consistent in all respects with the WRC Model Code of Conduct, the FLA Workplace Code of Conduct, or the International Labour Organisation (ILO) fundamental Conventions.

The companies, suppliers, and licensees that an institution works with may also participate in monitoring and verification organizations, thereby helping to ensure fair labor practices are applied throughout the supply chain, however these activities are not sufficient to earn points in this credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Operations

Air & Climate

Points Earned 0.00

Points Available 11.00

This subcategory seeks to recognize institutions that are measuring and reducing their greenhouse gas and air pollutant emissions. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, and spread of diseases. The impacts are particularly pronounced for low-income communities and countries. In addition, institutions that inventory and take steps to reduce their air pollutant emissions can positively impact the health of the campus community, as well as the health of their local communities and regions.

Credit	Points
Emissions Inventory and Disclosure	0.00 / 3.00
Greenhouse Gas Emissions	0.00 / 8.00

Emissions Inventory and Disclosure

Provisional Score	Responsible Party
0.00 / 3.00	

Criteria

Part 1. Greenhouse gas emissions inventory

Institution has completed an inventory to quantify its Scope 1 and Scope 2 greenhouse gas (GHG) emissions. The inventory may also:

- Include Scope 3 GHG emissions from one or more of the following sources:
    - Business travel (the transportation of employees and students for institution-related activities in vehicles owned or operated by third parties)
    - Commuting (regular commuting to and from the institution by students and employees)
    - Purchased goods and services (e.g., food and paper)
    - Capital goods (e.g., equipment, machinery, buildings, facilities, and vehicles)
    - Fuel- and energy-related activities not included in Scope 1 or 2
    - Waste generated in operations (solid waste and/or wastewater disposal/treatment in facilities owned or operated by third parties)
    - Other sources not included in Scope 1 or 2 (e.g., student travel to/from home)
- Have been verified by an independent, external third party or validated internally by personnel who are independent of the GHG accounting and reporting process.

Part 2. Air pollutant emissions inventory

Institution has completed an inventory to quantify its air pollutant emissions. The inventory includes at least nitrogen oxides (NOx) and sulfur oxides (SOx). It may also include other standard categories of toxic air emissions - e.g., carbon monoxide (CO), particulate matter (PM), hazardous air pollutants (HAPs), and so on - from one or more of the following:

- Major stationary sources (e.g., combustion-based energy plants, boilers, furnaces, and generators)
- Area sources (minor stationary sources such as paint booths, book preservation operations, and wastewater treatment plants)
- Mobile sources (e.g., campus fleet, other motorized vehicles, and lawn care equipment)
- Commuting
- Off-site electricity production

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Greenhouse Gas Emissions

Provisional Score	Responsible Party
0.00 / 8.00	

Criteria

Part 1. GHG emissions per person

Institution has reduced its adjusted net Scope 1 and Scope 2 GHG emissions per weighted campus user compared to a baseline.

Part 2. GHG emissions per unit of floor area

Institution’s annual adjusted net Scope 1 and Scope 2 GHG emissions are less than the minimum performance threshold of 0.215 metric tons of carbon dioxide equivalent (MTCO2e) per gross square metre (0.02 MTCO2e per gross square foot) of floor area.

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space (see Standards and Terms).

Carbon sinks

For this credit, the following carbon sinks may be counted:

- Third-party verified, purchased carbon offsets
- Institution-catalyzed carbon offsets (popularly known as “local offsets”)
- Carbon storage from on-site composting. The compost may be produced off-site, but must originate from on-site materials and be returned to the campus for use as a soil amendment.

Purchased carbon offsets that have not been third-party verified do not count. Consistent with the Sustainability Indicator Management & Analysis Platform (SIMAP) and relevant protocols from The Offset Network, non-additional sequestration does not count, but may be reported in the optional reporting field provided.

Scope 2 GHG emissions totals should include accounting for any contractual procurement and sales/ transfer of renewable energy, e.g., Renewable Energy Certificates (RECs), Guarantees of Origin (GOs), and International RECs (I-RECs). Such products may not be counted as carbon offsets.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Buildings

Points Earned	1.25
Points Available	8.00

This subcategory seeks to recognize institutions that are taking steps to improve the sustainability performance of their buildings. Buildings are generally the largest user of energy and the largest source of greenhouse gas emissions on campuses. Buildings also use significant amounts of potable water. Institutions can design, build, and maintain buildings in ways that provide a safe and healthy indoor environment for inhabitants while simultaneously mitigating the building's impact on the outdoor environment.

Credit	Points
Building Design and Construction	1.25 / 3.00
Building Operations and Maintenance	0.00 / 5.00

Building Design and Construction

Provisional Score	Responsible Party
1.25 / 3.00	

Criteria

Institution-owned buildings that were constructed or underwent major renovations in the previous five years were designed and built in accordance with a published green building code, policy/guideline, and/or rating system.

Green building codes, policies/guidelines, and rating systems may be:

- Multi-attribute: addressing location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM, LEED BD+C, and similar programs); OR
- Single-attribute: focusing predominantly on one aspect of sustainability such as energy/water efficiency, human health and wellbeing, or sustainable sites.

Building space that is third party certified under a multi-attribute green building rating system developed/ administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space designed and built under other standards and policies/programs. For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area designed and built in accordance with multiple green building codes, policies/guidelines, and/or rating systems should not be double-counted.

"---" indicates that no data was submitted for this field

Total floor area of newly constructed or renovated building space:

29,129.74 Square meters (313,550.0 Square feet)

Floor area of eligible building space designed and built in accordance with published green building codes, policies, and/or rating systems:

	Floor area
Certified at the highest achievable level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Platinum or Certified Living Building)	0 Square meters
Certified at the 2nd highest level under a 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Gold)	0 Square meters
Certified at mid-level under a 3- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., BREEAM Very Good)	0 Square meters
Certified at a step above minimum level under ar 4- or 5-tier, multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Silver)	0 Square meters
Certified at minimum level under a multi-attribute GBC rating system for design and construction (e.g., LEED BD+C Certified)	0 Square meters
Certified/verified at any level under a multi-attribute, non-GBC rating system for design and construction, a green building code, or a single-attribute rating system for design and construction	0 Square meters

	Floor area
Designed and built in accordance with a multi-attribute green building code, policy, guideline, or rating system, but not certified/verified	29,129.74 Square meters (313,550.0 Square feet)
Designed and built in accordance with a single-attribute green building code, policy, guideline, or rating system, but not certified/verified	0 Square meters
Total	29,129.74 Square meters (313,550.0 Square feet)

Percentage of newly constructed or renovated building space certified under a green building rating system for design and construction:
0.0

A list of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

The following list of buildings were constructed/renovated under the California Green Building Standards Code (CALGreen):

Main Campus

- Administrative Services
- Campus Center
- Science & Engineering Building
- Renegade Athletics' Complex
- Welcome Center

Satellite Sites

- Arvin Educational Center
- BC Southwest
- Delano Learning Resource Building

An inventory of new construction and major renovation projects that indicates the green building code, policy/guideline, or rating system that applies to each building:

Optional Fields

Website URL where information about the institution’s green building design and construction program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Building Operations and Maintenance

Provisional Score	Responsible Party
0.00 / 5.00	

Criteria

Institution's buildings are operated and maintained in accordance with a sustainable management policy/program and/or a green building rating system focused on the operations and maintenance of existing buildings, e.g. LEED®: Building Operations + Maintenance (O+M).

Sustainable operations and maintenance policies/programs and rating systems may be:

- Multi-attribute: addressing water efficiency, energy and atmosphere, material and resources, and indoor environmental quality (e.g., BREEAM-In Use, LEED O+M, and similar programs); OR
- Single-attribute: less comprehensive; focusing predominantly on either resource use (i.e., energy and/or water efficiency) or indoor environmental quality (e.g., green cleaning, indoor air quality, and integrated pest management).

Building space that is third party certified under a multi-attribute green building rating system developed/administered by a WorldGBC member Green Building Council (GBC) is weighted more heavily for scoring purposes than space operated and maintained under other standards and policies/programs.For more information, see Examples of Multi-attribute and Single-attribute Building Frameworks.

Floor area operated and maintained under multiple O+M policies/programs and/or rating systems should not be double-counted.

Building space that is certified only under a green building rating system for new construction and major renovation does not count for this credit. For example, a building that is certified under LEED: Building Design + Construction (BD+C), but not LEED: Building Operations + Maintenance (O+M) should not be counted as certified space. Sustainability in new construction and major renovation projects is covered in the Building Design and Construction credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Energy

Points Earned 3.40

Points Available 10.00

This subcategory seeks to recognize institutions that are reducing their energy consumption through conservation and efficiency, and switching to cleaner and renewable sources of energy such as solar, wind, geothermal, and low-impact hydropower. For most institutions, energy consumption is the largest source of greenhouse gas emissions, which cause global climate change. Global climate change is having myriad negative impacts throughout the world, including increased frequency and potency of extreme weather events, sea level rise, species extinction, water shortages, declining agricultural production, ocean acidification, and spread of diseases. The impacts are particularly pronounced for vulnerable and poor communities and countries. In addition to causing global climate change, energy generation from fossil fuels, especially coal, produces air pollutants such as sulfur dioxide, nitrogen oxides, mercury, dioxins, arsenic, cadmium and lead. These pollutants contribute to acid rain as well as health problems such as heart and respiratory diseases and cancer. Coal mining and oil and gas drilling can also damage environmentally and/or culturally significant ecosystems. Nuclear power creates highly toxic and long-lasting radioactive waste. Large-scale hydropower projects flood habitats and disrupt fish migration and can involve the relocation of entire communities.

Implementing conservation measures and switching to renewable sources of energy can help institutions save money and protect them from utility rate volatility. Renewable energy may be generated locally and allow campuses to support local economic development. Furthermore, institutions can help shape markets by creating demand for cleaner, renewable sources of energy.

Credit	Points
Building Energy Efficiency	3.31 / 6.00
Clean and Renewable Energy	0.09 / 4.00

Building Energy Efficiency

Provisional Score	Responsible Party
3.31 / 6.00	

Criteria

Part 1. Reduction in source energy use per unit of floor area

Institution has reduced its total source energy consumption per gross square metre or foot of floor area compared to a baseline.

Part 2. Site energy use per unit of floor area

Institution’s annual site energy consumption is less than the minimum performance threshold of 389 Btu per gross square metre per Celsius degree day (65 Btu per gross square foot per Fahrenheit degree day).

Performance for Part 2 of this credit is assessed using EUI-adjusted floor area, a figure that accounts for significant differences in energy use intensity (EUI) between types of building space.

"---" indicates that no data was submitted for this field

Part 1. Site energy use per unit of floor area

Performance year energy consumption

Electricity use, performance year (report kilowatt-hours):

	kWh	MMBtu
Imported electricity	10,502,761.0	35,835.420532000004
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	1,709,017.2	5,831.1666864

Stationary fuels and thermal energy, performance year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	224,687.0
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, performance year:

266,353.5872184

Performance year building space

Gross floor area of building space, performance year:
103,813.90 Gross square meters (1,117,444.0 Gross square feet)

Floor area of energy intensive space, performance year:

	Floor area
Laboratory space	11,051.37 Square meters (118,956.0 Square feet)
Healthcare space	0 Square meters
Other energy intensive space	0 Square meters

EUI-adjusted floor area, performance year:
125,916.64 Gross square meters (1,355,356.0 Gross square feet)

Performance year heating and cooling degree days

Degree days, performance year:

	Degree days
Heating degree days	1,058.89 Degree-Days (°C) (1,906.0 Degree-Days (°F))
Cooling degree days	1,669.44 Degree-Days (°C) (3,005.0 Degree-Days (°F))

Total degree days, performance year:

2,728.33 Degree-Days (°C) (4,911.0 Degree-Days (°F))

Performance period

Start and end dates of the performance year (or 3-year period):

	Start date	End date
Performance period	July 1, 2024	June 30, 2025

Metric used in scoring for Part 1

Total site energy consumption per unit of EUI-adjusted floor area per degree day, performance year:
239.30 Btu / GSM / Degree-Day (°C) (40.01614364533065 Btu / GSF / Degree-Day (°F))

Part 2. Reduction in source energy use per unit of floor area

Baseline year energy consumption

STARS 2.2 requires electricity data in kilowatt-hours (kWh). If a baseline has already been established in a previous version of STARS and the institution wishes to continue using it, the electricity data must be re-entered in kWh. To convert existing electricity figures from MMBtu to kWh, simply multiply by 293.07107 MMBtu/kWh.

Electricity use, baseline year (report kWh):

	kWh	MMBtu
Imported electricity	5,993,888.0	20,451.145856
Electricity from on-site, non-combustion facilities/devices (e.g., renewable energy systems)	0.0	0.0

Stationary fuels and thermal energy, baseline year (report MMBtu):

	MMBtu
Stationary fuels used on-site to generate electricity and/or thermal energy	256,468.0
Imported steam, hot water, and/or chilled water	0.0

Total site energy consumption, baseline year:

276,919.145856

Baseline year building space

Gross floor area of building space, baseline year:
64,539.16 Gross square meters (694,694.0 Gross square feet)

Baseline period

Start and end dates of the baseline year (or 3-year period):

	Start date	End date
Baseline period	July 1, 2001	June 30, 2002

A brief description of when and why the energy consumption baseline was adopted:

We used 2001-2002 (7/1/2001 - 6/30/2002) as the energy consumption baseline because that is the baseline used by Bakersfield College for annual reporting to the CA State Chancellor's Office.

Source energy

Source-site ratio for imported electricity:
3.0

Total energy consumption per unit of floor area:

	Site energy	Source energy
Performance year	2.57 MMBtu per square meter (0.23835967370033753 MMBtu per square foot)	3.26 MMBtu per square meter (0.3024978686022745 MMBtu per square foot)
Baseline year	4.29 MMBtu per square meter (0.3986203218337858 MMBtu per square foot)	4.92 MMBtu per square meter (0.45749846345009454 MMBtu per square foot)

Metric used in scoring for Part 2

Percentage reduction in total source energy consumption per unit of floor area from baseline:

33.88002523088867

Optional Fields

Documentation to support the performance year energy consumption figures reported above:

A brief description of the institution's initiatives to shift individual attitudes and practices in regard to energy efficiency:

A brief description of energy use standards and controls employed by the institution:

A brief description of Light Emitting Diode (LED) lighting and other energy-efficient lighting strategies employed by the institution:

A brief description of passive solar heating, geothermal systems, and related strategies employed by the institution:

A brief description of co-generation employed by the institution:

A brief description of the institution's initiatives to replace energy-consuming appliances, equipment, and systems with high efficiency alternatives:

Website URL where information about the institution’s energy conservation and efficiency program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Clean and Renewable Energy

Provisional Score	Responsible Party
0.09 / 4.00	

Criteria

Institution supports the development and use of clean and renewable energy sources, using any one or combination of the following options:

Clean and renewable electricity

1. Purchasing or otherwise importing electricity from certified/verified clean and renewable sources. This includes utility-provided green power purchasing options, power purchase agreements (PPAs) for electricity generated off-site, and equivalent products that bundle physical electricity with the right to claim its renewable energy attributes.

2. Generating electricity from clean and renewable sources on-site and retaining or retiring the rights to its renewable energy attributes. In other words, if the institution has sold Renewable Energy Certificates (RECs) or the equivalent for the clean and renewable energy generated, it may not claim such energy here. The on-site renewable energy generating devices may be owned and/or maintained by another party as long as the institution has contractual rights to the associated environmental attributes.

Clean and renewable thermal energy

1. Using clean and renewable stationary fuels on-site to generate thermal energy, e.g., using certain types of biomass for heating (see Standards and Terms).

2. Purchasing or otherwise importing steam, hot water, and/or chilled water from certified/verified clean and renewable sources (e.g., a municipal geothermal facility).

Unbundled renewable energy products

1. Purchasing RECs, Guarantees of Origin (GOs), International RECs (I-RECs), or equivalent unbundled renewable energy products certified by a third party (e.g., Green-e or EKOenergy).

Energy on the grid is indistinguishable by source. Therefore, neither the electric grid mix for the region in which the institution is located, nor the grid mix reported by the electric utility that serves the institution (i.e., the utility's standard or default product) count for this credit in the absence of RECs, GOs, I-RECs, or equivalent products that document the renewable electricity delivered or consumed and give the institution to right to claim it as renewable.

Technologies that reduce the amount of energy used but do not generate renewable energy do not count for this credit (e.g., daylighting, passive solar design, ground-source heat pumps). The benefits of such strategies, as well as the improved efficiencies achieved through using cogeneration technologies, are captured by the Greenhouse Gas Emissions and Building Energy Consumption credits.

Transportation fuels, which are covered by the Greenhouse Gas Emissions and Campus Fleet credits, are not included.

"---" indicates that no data was submitted for this field

Total energy consumption (electric and non-electric)

Total energy consumption, performance year:
266,353.5872184

Clean and renewable energy sources

Clean and renewable electricity

Clean and renewable electricity (report kilowatt-hours):

	kWh	MMBtu
Imported electricity from certified/verified clean and renewable sources (i.e., bundled green power purchases)	0.0	0.0
Electricity from on-site, clean and renewable sources (rights retained/ retired)	1,709,017.2	5,831.1666864

A brief description of the certified/verified sources of clean and renewable electricity:

A brief description of the on-site renewable electricity generating facilities/devices:

Bakersfield College has on-site photovoltaic systems at their Delano and Southwest campuses, as well as a system located at the Weill Institute (District Office).

Clean and renewable thermal energy

Clean and renewable thermal energy (report MMBtu):

	MMBtu
Clean and renewable stationary fuels used on-site to generate thermal energy	0.0
Imported steam, hot water, and/or chilled water from certified/verified clean and renewable sources	0.0

A brief description of the clean and renewable stationary fuels:

A brief description of the certified/verified sources of clean and renewable thermal energy:

Unbundled renewable energy products

Unbundled renewable energy products (report kWh):

	kWh	MMBtu
Purchased RECs, GOs, I-RECs or equivalent unbundled renewable energy products certified by a third party	0.0	0.0

A brief description of the unbundled renewable energy products:

Metrics used in scoring

Total clean and renewable energy generated or purchased:
5,831.1666864

Percentage of total energy consumption from clean and renewable sources:
2.18925780099168

Optional Fields

Website URL where information about the institution’s support for clean and renewable energy is available:

Sierra magazine requests the following information from U.S. institutions that wish to share data with that organization:

Electricity use, by source (percentage of total, 0-100):

	Percentage of total electricity use (0-100)
Biomass	---
Coal	---
Geothermal	---
Hydro	---
Natural gas	---
Nuclear	---
Solar photovoltaic	---
Wind	---
Other (please specify and explain below)	---

A brief description of other sources of electricity not specified above:

Energy used for heating buildings, by source::

	Percentage of total energy used to heat buildings (0-100)
Biomass	---
Coal	---
Electricity	---
Fuel oil	---
Geothermal	---
Natural gas	---
Other (please specify and explain below)	---

A brief description of other sources of building heating not specified above:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Food & Dining

Points Earned 1.50

Points Available 8.00

This subcategory seeks to recognize institutions that are supporting a sustainable food system. Modern industrial food production often has deleterious environmental and social impacts. Pesticides and fertilizers used in agriculture can contaminate ground and surface water and soil, which can in turn have potentially dangerous impacts on wildlife and human health. The production of animal-derived foods often subjects animals to inhumane treatment and animal products have a higher per-calorie environmental intensity than plant-based foods. Additionally, farm workers are often directly exposed to dangerous pesticides, subjected to harsh working conditions, and paid substandard wages. Furthermore, food is often transported long distance to institutions, producing greenhouse gas emissions and other pollution, as well as undermining the resiliency of local communities.

Institutions can use their purchasing power to require transparency from their distributors and find out where the food comes from, how it was produced, and how far it traveled. Institutions can use their food purchases to support their local economies; encourage safe, environmentally friendly and humane farming methods; and help eliminate unsafe working conditions and alleviate poverty for farmers. These actions help reduce environmental impacts, preserve regional farmland, improve local food security, and support fair and resilient food systems.

Dining services can also support sustainable food systems by preventing food waste and diverting food materials from the waste stream, by making low impact dining options available, and by educating its customers about more sustainable options and practices.

Credit	Points
Food and Beverage Purchasing	0.00 / 6.00
Sustainable Dining	1.50 / 2.00

Food and Beverage Purchasing

Provisional Score	Responsible Party
0.00 / 6.00	

Criteria

Institution’s dining services purchase food and beverage products that meet at least one of the following criteria:

- Sustainably or ethically produced as determined by one or more of the standards listed in Standards and Terms.
- Plant-based.

An institution with Real Food Calculator results that have been validated by the Real Food Challenge (U.S.) or Good Food Calculator results that have been validated by Meal Exchange (Canada) may simply report its Real/Good Food percentage as the percentage of expenditures on sustainably or ethically produced products. The percentage of expenditures on plant-based foods is reported separately.

Required documentation

For transparency and to help ensure comparability, a completed STARS Food and Beverage Purchasing Inventory template or equivalent inventory must be provided to document purchases that qualify as sustainably or ethically produced. The inventory must justify each product's inclusion and include, at minimum, the following information:

- Product name, label, or brand
- Product description/type
- Recognized sustainability standard met (e.g., third party certification or ecolabel)

It is not required that products that qualify solely as plant-based be documented at the same level of detail (i.e., they may or may not be included in the inventory).

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Sustainable Dining

Provisional Score	Responsible Party
1.50 / 2.00	

Criteria

Part 1. Sustainable dining initiatives

Institution’s dining services support sustainable food systems in one or more of the following ways. The institution or its primary dining services contractor:

- Hosts a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or supports such a program in the local community.
- Hosts a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer.
- Supports disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing.
- Hosts low impact dining events (e.g., Meatless Mondays) or promotes plant-forward (vegetables-as-center-of-the-plate, with smaller portions of meat) options.
- Has a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal (e.g., a vegan entrée, an all-vegan station, or an all-vegan dining facility).
- Informs customers about low impact food choices and sustainability practices through labeling and signage in dining halls.

Part 2. Food waste minimization and recovery

Institution’s dining services minimize food and dining waste in one or more of the following ways. The institution or its primary dining services contractor:

- Participates in a competition or commitment program (e.g., U.S. EPA Food Recovery Challenge) and/or uses a food waste prevention system (e.g., LeanPath) to track and improve its food management practices.
- Has implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste.
- Donates food that would otherwise go to waste to feed people.
- Diverts food materials from the landfill, incinerator or sewer for animal feed or industrial uses (e.g., converting cooking oil to fuel, on-site anaerobic digestion).
- Has a pre-consumer composting program.
- Has a post-consumer composting program.
- Utilizes reusable service ware for “dine in” meals.
- Provides reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with a composting program).
- Offers discounts or other incentives to customers who use reusable containers (e.g., mugs) instead of disposable or compostable containers in “to-go” food service operations.

This credit includes on-campus dining operations and catering services operated by the institution and the institution’s primary dining services contractor.

"---" indicates that no data was submitted for this field

Part 1. Sustainable dining initiatives

Local community engagement

Does the institution or its primary dining services contractor host a farmers market, community supported agriculture (CSA) or fishery program, or urban agriculture project, or support such a program in the local community?:
Yes

A brief description of the farmers market, CSA or urban agriculture project:

Bakersfield College hosts the Renegade Nexus Farmer's Market on the third Tuesday of every month (excluding December), where fruits, vegetables, and other food items are provided at no cost to students and community members.

Sustainability-themed outlet

Does the institution or its primary dining services contractor host a sustainability-themed food outlet on-site, either independently or in partnership with a contractor or retailer?:

No

A brief description of the sustainability-themed food outlet:

Inclusive and local sourcing

Does the institution or its primary dining services contractor support disadvantaged businesses, social enterprises, and/or local small and medium-sized enterprises (SMEs) through its food and beverage purchasing?:
Yes

A brief description of the support for disadvantaged businesses, social enterprises, and/or local SMEs:

The Renegade Roast Café, located on Bakersfield College's main campus, sources their coffee beans from Bakersfield Roasting Company, a locally-owned roasting company that sources their coffee beans from coffee farms committed to sustainability and providing living wages for their farmers.

Estimated percentage of total food and beverage expenditures on products from disadvantaged businesses, social enterprises, and/or local SMEs:

Low-impact dining

Does the institution or its primary dining services contractor host low impact dining events or promote plant-forward options?:
Yes

A brief description of the low impact dining events and/or plant-forward options:

Bakersfield College has partnered with Blue Zones Project Bakersfield to provide a Blue Zones approved menu of entrées each day at the BC Dining Commons. These entrées are vegan and labeled as Blue Zones approved on the menus.

Vegan dining program

Does the institution or its primary dining services contractor have a vegan dining program that makes diverse, complete-protein vegan options available to every member of the campus community at every meal?:
Yes

A brief description of the vegan dining program:

As mentioned above, Bakersfield College's Dining Commons offers a Blue Zones Approved menu every day, which consists of complete vegan meals. The Dining Commons also offers a "garden burger", a vegan entree that which includes a complete-protein patty. Fruit bowls, nuts, potato chips, salads, and hummus are some of many vegan options that are also offered daily.

Labelling and signage

Does the institution or its primary dining services contractor inform customers about low impact food choices and sustainability practices through labelling and signage in dining halls?:
Yes

A brief description of the sustainability labelling and signage in dining halls:

Blue Zones Approved meals are labeled as such on the Dining Commons menus.

Part 2. Food waste minimization and recovery

Food recovery program

Does the institution or its primary dining services contractor participate in a competition or commitment program and/or use a food waste prevention system to track and improve its food management practices?:
No

A brief description of the food recovery competition or commitment program or food waste prevention system:

Trayless dining and portion modifications

Has the institution or its primary dining services contractor implemented trayless dining (in which trays are removed from or not available in dining halls) and/or modified menus/portions to reduce post-consumer food waste?:

No

A brief description of the trayless dining or modified menu/portion program:

Food donation

Does the institution or its primary dining services contractor donate food that would otherwise go to waste to feed people?:
Yes

A brief description of the food donation program:

Excess food from the Dining Commons is donated to the Food Service student workers. Note that BC's Food Service is the biggest employer of student workers across the entire campus.

Food materials diversion

Does the institution or its primary dining services contractor divert food materials from the landfill, incinerator or sewer for animal feed or industrial uses?:
Yes

A brief description of the food materials diversion program:

Used cooking oil is collected by a 3rd party contractor for reuse.

Composting

Does the institution or its primary dining services contractor have a pre-consumer composting program?:
No

A brief description of the pre-consumer composting program:

Does the institution or its primary dining services contractor have a post-consumer composting program?:
No

A brief description of the post-consumer composting program:

Dine-in service ware

Does the institution or its primary dining services contractor utilize reusable service ware for “dine in” meals?:
Yes

A brief description of the reusable service ware program:

Reuseable and washable utensils, cups, and plates/bowls are used for dine-in meals at the Renegade Room.

Take-away materials

Does the institution or its primary dining services contractor provide reusable and/or third party certified compostable containers and service ware for “to-go” meals (in conjunction with an on-site composting program)?:
Yes

A brief description of the compostable containers and service ware:

All "to-go" meals from the Dining Commons are served in 3rd party certified compostable/biodegradable containers. Service-ware provided by the Dining Commons is also 3rd party certified compostable/biodegradable.

Does the institution or its primary dining services contractor offer discounts or other incentives to customers who use reusable containers instead of disposable or compostable containers in “to-go” food service operations?:
No

A brief description of the reusable container discount or incentives program:

Optional Fields

A brief description of other sustainability-related initiatives not covered above:

Bakersfield College Food Services at the main campus is in the process of becoming a Blue Zones approved restaurant. For more information about the Bakersfield Blue Zones Project, visit the following link: https://bakersfield.bluezonesproject.com/approved-restaurants/.

Website URL where information about the sustainable dining programs is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Grounds

Points Earned 1.61

Points Available 3.00

This subcategory seeks to recognize institutions that plan and maintain their grounds with sustainability in mind. Beautiful and welcoming campus grounds can be planned, planted, and maintained in any region while minimizing the use of toxic chemicals, protecting wildlife habitat, and conserving resources.

Credit		Points
Landscape Management	0.61 / 2.00	
Biodiversity	1.00 / 1.00 This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following: • Legally protected areas (e.g., IUCN Category I-VI) • Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000) • Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites) • Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas) 2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions. Close	

Landscape Management

Provisional Score	Responsible Party
0.61 / 2.00	

Criteria

Institution’s grounds include areas that are managed:

- Organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides (i.e., only ecologically preferable materials may be used);

OR

- In accordance with an Integrated Pest Management (IPM) program.

An area of grounds may be managed organically or in accordance with an IPM program that uses selected chemicals, but not both.

"---" indicates that no data was submitted for this field

Total campus area:
98.74 Hectares (244.0 Acres)

Figures required to calculate the total area of managed grounds:

	Area (double-counting is not allowed)
Area managed organically, without the use of inorganic fertilizers and chemical pesticides, fungicides and herbicides	0 Hectares
Area managed in accordance with an Integrated Pest Management (IPM) program that uses selected chemicals only when needed	60.70 Hectares (150.0 Acres)
Area managed using conventional, chemical-based landscape management practices	38.04 Hectares (94.0 Acres)
Total area of managed grounds	98.74 Hectares (244.0 Acres)

If the total area of managed grounds is less than the total campus area, provide:

A brief description of any land excluded from the area of managed grounds:

Organic program

Percentage of grounds managed organically:
0.0

If reporting an organic program, provide:

A brief description of the organic landscape management program:

Integrated Pest Management (IPM) program

Percentage of grounds managed in accordance with an IPM program:
61.47540983606557

If reporting an IPM program, provide:

A copy of the IPM plan or program:
BC_integrated-pest-management-plan_IPM_062026.pdf

A brief description of the IPM program:

Optional Fields

A brief description of the institution's approach to plant stewardship:

A brief description of the institution's approach to hydrology and water use:

A brief description of the institution's approach to landscape materials management and waste minimization:

A brief description of the institution's approach to energy-efficient landscape design:

A brief description of other sustainable landscape management practices employed by the institution:

Website URL where information about the institution’s sustainable landscape management program is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Biodiversity

Provisional Score	Responsible Party
1.00 / 1.00	

This credit is weighted more heavily for institutions that own or manage land that includes or is adjacent to any of the following:

- Legally protected areas (e.g., IUCN Category I-VI)
- Internationally recognized areas (e.g., World Heritage, Ramsar, Natura 2000)
- Priority sites for biodiversity (e.g., Key Biodiversity Areas, Alliance for Zero Extinction sites)
- Regions of conservation importance (e.g., Endemic Bird Areas, Biodiversity Hotspots, High Biodiversity Wilderness Areas)

2 points are available for this credit if the institution owns or manages land that includes or is adjacent to any of the above. 1 point is available for this credit for all other institutions.

Close

Criteria

Institution has conducted an assessment to identify:

- Endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution;

AND/OR

- Areas of biodiversity importance on land owned or managed by the institution.

The institution has plans or programs in place to protect or positively affect the species, habitats, and/or ecosystems identified.

Assessments conducted and programs adopted by other entities (e.g., government, university system, or NGO) may count for this credit as long as the assessments and programs apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Does the institution own or manage land that includes or is adjacent to legally protected areas, internationally recognized areas, priority sites for biodiversity, or regions of conservation importance?:

No

A brief description of the legally protected areas, internationally recognized areas, priority sites for biodiversity, and/or regions of conservation importance:

Endangered and vulnerable species

Has the institution conducted an assessment to identify endangered and vulnerable species (including migratory species) with habitats on land owned or managed by the institution?:
Yes

A list of endangered and vulnerable species with habitats on land owned or managed by the institution, by level of extinction risk:

San Joaquin Kit Fox - endangered (> 7,000 individuals left, source: California Department of Fish and Wildlife)

Areas of biodiversity importance

Has the institution conducted an assessment to identify areas of biodiversity importance on land owned or managed by the institution?:
Yes

A brief description of areas of biodiversity importance on land owned or managed by the institution:

Dens of San Joaquin Kit Foxes were identified under the foundations of the Child Development Center (CDC), the General Sciences (GS) building, the Math and Sciences (MS) building, and the "Bakersfield College" sign in Memorial Stadium. More specifically, a natal den was documented under the MS building.

Methodologies

If yes to either of the above, provide the following:

The methodologies used to identify endangered and vulnerable species and/or areas of biodiversity importance and any ongoing assessment and monitoring mechanisms:

Bakersfield College partnered with a local consulting firm to conduct a series of biological assessments between August 2023 through 2024 to identify San Joaquin Kit Fox dens. The methodologies deployed include:

- Daytime tracking surveys
- Nighttime flashlight survey
- Remote camera surveys

Long-term monitoring of the kit foxes will be maintained through a U.S. Fish &Wildlife Service (USFWS) Habitat Conservation Plan and CA Department of Fish & Wildlife (CDFW) Incidental Take Permit for future campus operations.

A brief description of the scope of the assessment(s):

The biological assessments encompassed the entirety of BC's main campus grounds. A series of initial assessments took place from August through September 2023, with follow-up surveys in April 2024. These assessments were designed to determine species presence, track den usage, identify natal dens, and develop a San Joaquin Kit Fox Exclusion and Entrance Cover Plan.

A brief description of the plans or programs in place to protect or positively affect identified species, habitats, and/or ecosystems:

Bakersfield College operates under a state-approved San Joaquin Kit Fox Exclusion and Entrance Cover Plan to avoid take of kit foxes and other species. This plan includes:

- Creating temporary, one-way exit doors combined with the usage of remote cameras to ensure kit foxes can safely vacate from under buildings and cannot re-enter.
- Inspection of vacated dens to ensure no trapped animals
- Permanent sealing of vacated den entrances found under buildings
- Creation of artificial dens at BC's main campus for each entrance or group of entrances that are covered. These articifial den locations are determined in consultation with CDFW and USFWS.

Optional Fields

Estimated percentage of areas of biodiversity importance that are also protected areas :

Website URL where information about the institution’s biodiversity initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Purchasing

Points Earned	0.02
Points Available	6.00

This subcategory seeks to recognize institutions that are using their purchasing power to help build a sustainable economy. Collectively, colleges and universities spend many billions of dollars on goods and services annually. Each purchasing decision represents an opportunity for institutions to choose environmentally and socially preferable products and services and support companies with strong commitments to sustainability.

Credit	Points
Sustainable Procurement	0.00 / 3.00
Electronics Purchasing	0.00 / 1.00
Cleaning and Janitorial Purchasing	0.00 / 1.00
Office Paper Purchasing	0.02 / 1.00

Sustainable Procurement

Provisional Score	Responsible Party
0.00 / 3.00	

Criteria

Part 1. Institution-wide sustainable procurement policies

Institution has written policies, guidelines, or directives that seek to support sustainable purchasing across multiple commodity categories, institution-wide. For example:

- A stated preference for post-consumer recycled or bio-based content, for carbon neutral products, or to otherwise minimize the negative environmental impacts of products and services.
- A stated intent to support disadvantaged businesses, social enterprises and/or local small and medium-sized enterprises (SMEs), or otherwise support positive social and economic impacts and minimize negative impacts.
- A vendor code of conduct or equivalent policy that sets standards for the social and environmental responsibility of the institution’s business partners that exceed basic legal compliance.

Part 2. Life Cycle Cost Analysis

Institution employs Life Cycle Cost Analysis (LCCA) as a matter of policy and practice when evaluating energy- and water-using products, systems, and building components (e.g., HVAC systems). Practices may include structuring requests for proposals (RFPs) so that vendors compete on the basis of lowest total cost of ownership (TCO) in addition to (or instead of) purchase price.

Please note that LCCA is a method for assessing the total cost of ownership over the life cycle of a product or system (i.e., purchase, installation, operation, maintenance, and disposal). Life Cycle Assessment (LCA), by contrast, is a method for assessing the environmental impacts of a product or service over its life cycle. While LCAs may inform the sustainability criteria recognized in Part 1 and Part 3 of this credit, Part 2 specifically recognizes institutions that employ LCCA.

Part 3. Product-specific sustainability criteria

Institution has published sustainability criteria to be applied when evaluating products and/or services in one or more of the following categories. The criteria may be included in broader policies such as those recognized in Part 1, however they must address the specific sustainability challenges and impacts associated with products and/or services in each category, e.g. by requiring or giving preference to multi-criteria sustainability standards, certifications and labels appropriate to the category.

Category	Examples
A. Chemically intensive products and services Building and facilities maintenance, cleaning and sanitizing, landscaping and grounds maintenance.	• Published measures to minimize the use of chemicals. • A stated preference for green cleaning services and third party certified products. • Including sustainability objectives in contracts with service providers.
B. Consumable office products Batteries, lamps, paper, toner cartridges	• A stated preference for post-consumer recycled, agricultural residue, or third party certified (e.g., FSC) content. • A stated preference for extended use, rechargeable, or remanufactured products. • A stated preference for low mercury lamps.
C. Furniture and furnishings Furniture, flooring, ceilings, walls, composite wood.	• A stated preference for third party certified materials and products (e.g., FSC or LEVEL certified) • A stated preference for furnishings that are low-VOC or free of flame retardants
D. Information technology (IT) and equipment Computers, imaging equipment, mobile phones, data centers, cloud services, scientific and medical equipment.	• Published measures to reduce the demand for equipment. • A stated preference for ENERGY STAR, TCO Certified, Blue Angel, or EPEAT registered products. • A stated preference for ACT-labeled laboratory products
E. Food service providers Contractors, franchises, vending and catering services. (Food and beverage purchasing is covered in Food & Dining.)	• Including sustainability objectives in contracts with on-site food service providers. • Requiring that dining service contractors pay a living wage to employees.

F. Garments and linens Clothing, bedding, laundry services.	• Published labor and human rights standards that clothing suppliers must meet. • A stated preference for organic, bio-based, or recycled content textiles.
G. Professional service providers Architectural, engineering, public relations, and financial services.	• A stated preference for disadvantaged businesses, social enterprises, or B Corporations.
H. Transportation and fuels Travel, vehicles, delivery services, long haul transport, generator fuels, steam plants.	• Published measures to minimize the size of the campus fleet or otherwise reduce the impacts of travel or transport. • A stated preference for clean and renewable technologies.

Policies and directives adopted by entities of which the institution is part (e.g., government or the university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Electronics Purchasing

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution purchases electronic products that are:

- EPEAT registered,
- Third party certified under a multi-attribute sustainability standard or ISO Type 1 ecolabel developed/ administered by a Global Ecolabelling Network or ISEAL Alliance member organization (e.g., Blue Angel, TCO Certified, UL Ecologo), AND/OR
- Labeled under a single-attribute standard for electrical equipment (e.g., ENERGY STAR, EU Energy A or higher, or local equivalent).

Included are desktop and notebook/laptop computers, displays, thin clients, tablets/slates, televisions, mobile phones, and imaging equipment (copiers, digital duplicators, facsimile machines, mailing machines, multifunction devices, and printers and scanners). Specialized equipment that EPEAT does not register may be excluded.

A product that meets multiple criteria (e.g., a product that is both EPEAT registered and ENERGY STAR labeled) should not be double-counted.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Cleaning and Janitorial Purchasing

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution’s main cleaning or housekeeping department(s) and/or contractor(s) purchase cleaning and janitorial paper products that meet one or more of the following criteria:

- Blue Angel labeled (German Federal Environment Agency)
- Cradle to Cradle Certified
- ECOLOGO certified (UL Environment)
- EU Ecolabel
- Forest Stewardship Council (FSC) certified
- Good Environmental Choice Australia (GECA) certified
- Green Seal certified
- Nordic Swan labeled (Nordic Ecolabelling Board)
- U.S. EPA Safer Choice labeled
- Other multi-criteria sustainability standards and ISO Type 1 ecolabels developed/administered by Global Ecolabelling Network and/or ISEAL Alliance member organizations

Cleaning products include general purpose bathroom, glass and carpet cleaners; degreasing agents; biologically-active cleaning products (enzymatic and microbial products); floor-care products (e.g., floor finish and floor finish strippers); hand soaps and hand sanitizers, disinfectants, and metal polish and other specialty cleaning products. Janitorial paper products include toilet tissue, tissue paper, paper towels, hand towels, and napkins.

Other cleaning and janitorial products and materials (e.g., cleaning devices that use only ionized water or electrolyzed water) should be excluded from both total expenditures and expenditures on environmentally preferable products to the extent feasible.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Office Paper Purchasing

Provisional Score	Responsible Party
0.02 / 1.00	

Criteria

Institution purchases office paper with post-consumer recycled, agricultural residue, and/or Forest Stewardship Council (FSC) certified content.

"---" indicates that no data was submitted for this field

Total annual expenditures on office paper:
120,000.0

Expenditures on office paper with the following levels of post-consumer recycled, agricultural residue, and/or FSC certified content::

	Expenditure Per Level
10-29 percent	12,000.0
30-49 percent	0.0
50-69 percent	0.0
70-89 percent (or FSC Mix label)	0.0
90-100 percent (or FSC Recycled/100% label)	0.0

A brief description of the time period from which the figures reported above are drawn:

2024-2025 Fiscal

- SFI Certified Paper Only - 90% of purchase.
- FSC 10% or less of paper.

Optional Fields

Website URL where information about the institution’s paper purchasing is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Contacted Josephine Garcia (Lead Printer) - josephine.garcias@bakersfieldcollege.edu

Transportation

Points Earned 1.17

Points Available 7.00

This subcategory seeks to recognize institutions that are moving toward sustainable transportation systems. Transportation is a major source of greenhouse gas emissions and other pollutants that contribute to health problems such as heart and respiratory diseases and cancer. Due to disproportionate exposure, these health impacts are frequently more pronounced in low-income communities next to major transportation corridors. In addition, the extraction, production, and global distribution of fuels for transportation can damage environmentally and/or culturally significant ecosystems and may financially benefit hostile and/or oppressive governments.

At the same time, campuses can reap benefits from modeling sustainable transportation systems. Bicycling and walking provide human health benefits and mitigate the need for large areas of paved surface, which can help campuses to better manage storm water. Institutions may realize cost savings and help support local economies by reducing their dependency on petroleum-based fuels for transportation.

Credit	Points
Campus Fleet	0.57 / 1.00
Commute Modal Split	0.00 / 5.00
Support for Sustainable Transportation	0.60 / 1.00

Campus Fleet

Provisional Score	Responsible Party
0.57 / 1.00	

Criteria

Institution supports alternative fuel and power technology by including vehicles in its motorized fleet that are:

1. Gasoline-electric hybrid,
2. Diesel-electric hybrid,
3. Plug-in hybrid,
4. 100 percent electric (including electric assist utility bicycles and tricycles),
5. Fueled with Compressed Natural Gas (CNG),
6. Hydrogen fueled,
7. Fueled with B20 or higher biofuel for more than 4 months of the year, OR
8. Fueled with locally produced, low-level (e.g., B5) biofuel for more than 4 months of the year (e.g., fuel contains cooking oil recovered and recycled on campus or in the local community)

Vehicles that meet multiple criteria (e.g. hybrid vehicles fueled with biofuel) should not be double-counted.

"---" indicates that no data was submitted for this field

Total number of vehicles in the institution’s fleet:
101.0

Number of vehicles in the institution's fleet that are:

	Number of Vehicles
Gasoline-only	30.0
Diesel-only	11.0
Gasoline-electric hybrid	3.0
Diesel-electric hybrid	0.0
Plug-in hybrid	0.0
100 percent electric	55.0
Fueled with Compressed Natural Gas (CNG)	0.0
Hydrogen fueled	0.0
Fueled with B20 or higher biofuel	0.0
Fueled with locally produced, low-level biofuel	0.0

Do the figures reported above include leased vehicles?:

No

Optional Fields

A brief description of the institution’s efforts to support alternative fuel and power technology in its motorized fleet:

Website URL where information about the institution’s motorized fleet is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Commute Modal Split

Provisional Score	Responsible Party
0.00 / 5.00	

Criteria

Part 1. Student commute modal split

Institution's students commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, availing of distance education, or a combination of these options.

Students who live on campus should be included in the calculation based on how they get to and from their classes.

Part 2. Employee commute modal split

Institution's employees commute to and from campus using more sustainable commuting options such as walking, cycling, vanpooling or carpooling, taking public transportation or a campus shuttle, riding motorcycles or scooters, using a zero-emissions vehicle, telecommuting, or a combination of these options.

Employees who live on campus should be included in the calculation based on how they get to and from their worksites.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Support for Sustainable Transportation

Provisional Score	Responsible Party
0.60 / 1.00	

Criteria

Institution has implemented one or more of the following strategies to encourage more sustainable modes of transportation and reduce the impact of student and employee commuting. The institution:

- Has a bicycle-sharing program or participates in a local bicycle-sharing program.
- Participates in a car sharing program, such as a commercial car-sharing program, one administered by the institution, or one administered by a regional organization.
- Offers preferential parking or other incentives for fuel efficient vehicles.
- Has one or more Level 2 or Level 3 electric vehicle charging stations that are accessible to student and employee commuters.
- Has incentives or programs to encourage employees to live close to campus.
- Has other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting.

"---" indicates that no data was submitted for this field

Does the institution have a bicycle-sharing program or participate in a local bicycle-sharing program?:
No

A brief description of the bicycle sharing program:

Does the institution participate in a car sharing program?:
No

None
A brief description of the car sharing program:

Does the institution offer preferential parking or other incentives for fuel efficient vehicles?:
Yes

A brief description of the incentives for fuel efficient vehicles:

The institution offers preferential parking for clean-air vehicles. Bakersfield College staff and students can utilize the four off-grid electric vehicle charging stations at Bakersfield College and the four Level 2 electric vehicle recharging stations at the Kern CCD District Office at a discounted rate.

Does the institution have one or more Level 2 or Level 3 electric vehicle recharging stations that are accessible to student and employee commuters?:
Yes

None
A brief description of the electric vehicle recharging stations:

The institution has four Level 2 electric vehicle recharging stations accessible to students and employee commuters at the Kern CCD District Office in Bakersfield, CA. Students and employees can use these stations at a discounted rate, as mentioned above.

Does the institution have incentives or programs to encourage employees to live close to campus?:
No

None
A brief description of the incentives or programs to encourage employees to live close to campus:

Does the institution have other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting?:
Yes

A brief description of other programs or initiatives to encourage more sustainable modes of transportation and/or reduce the impact of student and employee commuting:

Students can obtain free passes from the Office of Student Life that allows them to ride the Golden Empire Transit (GET) buses for free during the Fall and Spring Semesters. Students can also ride the Kern Transit buses for free by presenting their BC student ID to the bus driver while boarding. Kern Transit includes routes from many Kern County locations to and from Bakersfield College, including:

- Delano
- Frazier Park
- Lake Isabella
- Lancaster
- Lamont
- Lebec
- Lost Hills
- McFarland
- Shafter
- Taft
- Wasco

Optional Fields

Website URL where information about the institution’s support for sustainable transportation is available:
https://www.bakersfieldcollege.edu/campus-life/transportation.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Waste

Points Earned 0.00

Points Available 10.00

This subcategory seeks to recognize institutions that are moving toward zero waste by reducing, reusing, recycling, and composting. These actions mitigate the need to extract virgin materials, such as trees and metals. It generally takes less energy and water to make a product with recycled material than with virgin resources. Reducing waste generation also reduces the flow of waste to incinerators and landfills which produce greenhouse gas emissions, can contaminate air and groundwater supplies, and tend to have disproportionate negative impacts on low-income communities. Waste reduction and diversion also save institutions costly landfill and hauling service fees. In addition, waste reduction campaigns can engage the entire campus community in contributing to a tangible sustainability goal.

Credit	Points
Waste Minimization and Diversion	0.00 / 8.00
Construction and Demolition Waste Diversion	0.00 / 1.00
Hazardous Waste Management	0.00 / 1.00

Waste Minimization and Diversion

Provisional Score	Responsible Party
0.00 / 8.00	

Criteria

Part 1. Reduction in total waste per person

Institution has implemented source reduction strategies to reduce the total amount of waste generated (materials diverted + materials disposed) per weighted campus user compared to a baseline.

Part 2. Total waste per person

Institution’s total annual waste generation (materials diverted and disposed) is less than the minimum performance threshold of 0.45 tonnes (0.50 short tons) per weighted campus user.

Part 3. Waste diverted from the landfill or incinerator

Institution diverts materials from the landfill or incinerator by recycling, composting, donating or re-selling.

For scoring purposes, up to 10 percent of total waste generated may also be disposed through post-recycling residual conversion. To count, residual conversion must include an integrated materials recovery facility (MRF) or equivalent sorting system to recover recyclables and compostable material prior to conversion.

This credit includes on-campus dining services operated by the institution or the institution’s primary on-site contractor.

Waste includes all materials that the institution discards, intends to discard or is required to discard (i.e., all materials that are recycled, composted, donated, re-sold, or disposed of as trash) except construction, demolition, hazardous, special (e.g., coal ash), universal and non-regulated chemical waste, which are covered in the Construction and Demolition Waste DiversionandHazardous Waste Managementcredits.

Consistent with the U.S Environmental Protection Agency’s Waste Reduction Model (WARM), the on-site reuse of materials is treated as a form of source reduction for scoring purposes. All materials that are reused on campus are automatically recognized in scoring for Part 1 and Part 2 of this credit. To avoid double-counting, reuse therefore does not also contribute to scoring for Part 3 as waste diversion.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Construction and Demolition Waste Diversion

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution diverts non-hazardous construction and demolition waste from the landfill and/or incinerator.

Soil and organic debris from excavating or clearing the site do not count for this credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Hazardous Waste Management

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Part 1. Hazardous waste minimization and disposal

Institution has strategies in place to safely dispose of all hazardous, special (e.g., coal ash), universal, and non-regulated chemical waste and seeks to minimize the presence of these materials on campus.

Part 2. Electronic waste diversion

Institution has a program in place to recycle, reuse, and/or refurbish electronic waste generated by the institution and/or its students. Institution ensures that the electronic waste is recycled responsibly by using a recycler certified under the e-Stewards® and/or Responsible Recycling (R2) standards.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Water

Points Earned 0.92

Points Available 8.00

This subcategory seeks to recognize institutions that are conserving water, making efforts to protect water quality and treating water as a resource rather than a waste product. Pumping, delivering, and treating water is a major driver of energy consumption, so institutions can help reduce energy use and the greenhouse gas emissions associated with energy generation by conserving water. Likewise, conservation, water recycling and reuse, and effective rainwater management practices are important in maintaining and protecting finite groundwater supplies. Water conservation and effective rainwater and wastewater management also reduce the need for effluent discharge into local surface water supplies, which helps improve the health of local water ecosystems.

Credit **Points**

Water Use

0.92 / 6.00

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of ”Physical Risk Quantity” for the institution’s main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Rainwater Management

0.00 / 2.00

Water Use

Provisional Score	Responsible Party
0.92 / 6.00	

This credit is weighted more heavily for institutions located in areas of water stress and scarcity and less heavily for institutions in areas with relative water abundance. The points available for each part of this credit are determined by the level of ”Physical Risk Quantity” for the institution’s main campus, as indicated by the World Resources Institute Aqueduct Water Risk Atlas. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Physical Risk QUANTITY	Points available for each part	Total available points for this credit
Low and Low to Medium Risk	1⅓	4
Medium to High Risk	1⅔	5
High and Extremely High Risk	2	6

Close

Criteria

Part 1. Reduction in potable water use per person

Institution has reduced its annual potable water use per weighted campus user compared to a baseline.

Part 2. Reduction in potable water use per unit of floor area

Institution has reduced its annual potable water use per gross square metre or foot of floor area compared to a baseline.

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Institution has reduced its total annual water use (potable + non-potable) per hectare or acre of vegetated grounds compared to a baseline.

"---" indicates that no data was submitted for this field

Level of ”Physical Risk Quantity” for the institution’s main campus as indicated by the World Resources Institute Aqueduct Water Risk Atlas:
Extremely High

Part 1. Reduction in potable water use per person

Total water withdrawal (potable and non-potable combined):

	Performance Year	Baseline Year
Total water withdrawal	319,677.68 Cubic meters (84,449,948.0 Gallons)	336,830.82 Cubic meters (88,981,332.0 Gallons)

Potable water use:

	Performance Year	Baseline Year
Potable water use	319,677.68 Cubic meters (84,449,948.0 Gallons)	336,830.82 Cubic meters (88,981,332.0 Gallons)

Start and end dates of the performance year and baseline year (or three-year periods):

	Start Date	End Date
Performance Period	June 6, 2025	June 4, 2026
Baseline Period	June 6, 2024	June 5, 2025

If end date of the baseline year/period is 2004 or earlier, provide:

A brief description of when and why the water use baseline was adopted:

Figures needed to determine "Weighted Campus Users":

	Performance Year	Baseline Year
Number of students resident on-site	0.0	0.0
Number of employees resident on-site	0.0	0.0
Number of other individuals resident on-site	0.0	0.0
Total full-time equivalent student enrollment	21,608.23	21,582.43
Full-time equivalent of employees	1,106.4	1,293.0
Full-time equivalent of students enrolled exclusively in distance education	8,522.55	8,457.32
Weighted campus users	10,644.060000000001	10,813.5825

Potable water use per weighted campus user:

	Performance Year	Baseline Year
Potable water use per weighted campus user	30.03 Cubic meters (7,933.997741463313 Gallons)	31.15 Cubic meters (8,228.663534957079 Gallons)

Percentage reduction in potable water use per weighted campus user from baseline:
3.580967823534939

Part 2. Reduction in potable water use per unit of floor area

Gross floor area of building space:

	Performance Year	Baseline Year
Gross floor area	87,985 Gross square meters (947,063.0 Gross square feet)	87,985 Gross square meters (947,063.0 Gross square feet)

Potable water use per unit of floor area:

	Performance Year	Baseline Year
Potable water use per unit of floor area	3.63 Cubic meters per square meter (89.17035931083782 Gallons per square foot)	3.83 Cubic meters per square meter (93.95502939086418 Gallons per square foot)

Percentage reduction in potable water use per unit of floor area from baseline:
5.092510865087975

Part 3. Reduction in total water withdrawal per unit of vegetated grounds

Area of vegetated grounds:

	Performance Year	Baseline Year
Vegetated grounds	18.21 Hectares (45.0 Acres)	18.21 Hectares (45.0 Acres)

Total water withdrawal per unit of vegetated grounds:

	Performance Year	Baseline Year
Total water withdrawal per unit of vegetated grounds	17,554.25 Cubic meters per hectare (1,876,665.5111111111 Gallons per acre)	18,496.17 Cubic meters per hectare (1,977,362.9333333333 Gallons per acre)

Percentage reduction in total water withdrawal per unit of vegetated grounds from baseline:
5.09251086508797

Optional Fields

A brief description of the institution's water-related behavior change initiatives:

A brief description of the institution's water recovery and reuse initiatives:

A brief description of the institution's initiatives to replace plumbing fixtures, fittings, appliances, equipment, and systems with water-efficient alternatives:

Website URL where information about the institution’s water conservation and efficiency efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Data for this section reflects water consumption from Bakersfield College's main campus only. As a result, the gross floor area of building space reported in this section differs from the total institutional boundary defined in PRE-5.

Rainwater Management

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Institution uses green infrastructure and low impact development (LID) practices to help mitigate stormwater run-off impacts and treat rainwater as a resource rather than as a waste product.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Planning & Administration

Coordination & Planning

Points Earned	4.00
Points Available	9.00

This subcategory seeks to recognize colleges and universities that are institutionalizing sustainability by dedicating resources to sustainability coordination, developing plans to move toward sustainability, and engaging students, staff and faculty in governance. Staff and other resources help an institution organize, implement, and publicize sustainability initiatives. These resources provide the infrastructure that fosters sustainability within an institution. Sustainability planning affords an institution the opportunity to clarify its vision of a sustainable future, establish priorities and help guide budgeting and decision making. Strategic planning and internal stakeholder engagement in governance are important steps in making sustainability a campus priority and may help advocates implement changes to achieve sustainability goals.

Credit	Points
Sustainability Coordination	0.00 / 1.00
Sustainability Planning	1.00 / 4.00
Inclusive and Participatory Governance	3.00 / 3.00
Reporting Assurance	0.00 / 1.00

Sustainability Coordination

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has at least one sustainability committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies and programs related to sustainability on campus. The committee, office, and/or officer focuses on sustainability broadly (i.e., not just one sustainability issue, such as climate change) and covers the entire institution.

An institution that has multiple committees, offices and/or staff with responsibility for subsets of the institution (e.g. schools or departments) may earn points for this credit if it has a mechanism for broad sustainability coordination for the entire campus (e.g., a coordinating committee or the equivalent). A committee, office, and/or officer that focuses on one aspect of sustainability (e.g., an energy efficiency committee) or has jurisdiction over only a part of the institution (e.g., Academic Affairs Sustainability Taskforce) does not count toward scoring in the absence of institution-wide coordination.

"---" indicates that no data was submitted for this field

Sustainability committee(s)

Does the institution have at least one sustainability committee?:
Yes

The charter or mission statement of the committee(s) or a brief description of each committee's purview and activities:

To review and provide recommendations for new and improved facilities and infrastructures, to enhance current and future learning environments as well as a responsibility to maintain, sustain and renew our institution’s fiscal, human and environmental resources for all current and future students, community, faculty, and staff. Reports to the College President and Academic Senate. Communicates with College Council, Faculty Chairs, Staff and Students (LINK).

Members of each committee, including affiliations and role:

Administration

- Marcos Rodriguez | Administrative Co-Chair
- Paul Murray | Faculty Co-Chair
- Justin Berhow | Facilities, Operations, and Maintenance Manager
- Stephanie Foster-Reynoso | Management Representative
- Krisin Rabe | Management Representative
- PJ Delgaudio | Management Representative

Faculty

- Mychael Phillips | Faculty Representative
- Michael Huerta Jr. | Faculty Representative
- Vic Posey | Faculty Representative
- Marah Meek | Faculty Representative
- Tim Heasley | Faculty Representative

Classified

- Leah Prendez | Classified Representative
- Rachel Salazar | Classified Representative
- Martha Gonzalez | Classified Representative
- Amanda Brucker | Classified Representative

Students

- Gavin Perez | Student
- Aydin Garcia | Student

Sustainability office(s)

Does the institution have at least one sustainability office that includes more than 1 full-time equivalent employee?:

No

A brief description of each sustainability office:

Full-time equivalent of people employed in the sustainability office(s):

0.0

Sustainability officer(s)

Does the institution have at least one sustainability officer?:
No

Name and title of each sustainability officer:

Institution-wide coordination

Does the institution have a mechanism for broad sustainability coordination for the entire institution?:

No

A brief description of the activities and substantive accomplishments of the institution-wide coordinating body or officer during the previous three years:

Optional Fields

Job description (1st position)

Job title of the sustainability officer position:

Job description for the sustainability officer position:

Job description for the sustainability officer position:

Job description (2nd position)

Job title of the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description for the sustainability officer position (2nd position):

Job description (3rd position)

Job title of the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Job description for the sustainability officer position (3rd position):

Website URL where information about the institution’s sustainability coordination is available:

https://committees.bakersfieldcollege.edu/facilities-and-sustainability/index.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sustainability Planning

Provisional Score	Responsible Party
1.00 / 4.00	

Criteria

Part 1. Measurable sustainability objectives

Institution has a published plan or plans that include measurable sustainability objectives that address one or more of the following:

- Academics - sustainability in curriculum and/or research
- Engagement - student, employee, or community engagement for sustainability
- Operations (e.g., sustainable resource use, emissions, groundskeeping, procurement)
- Administration (e.g., diversity, equity, and inclusion; sustainable investment/finance; wellbeing)

The criteria for Part 1 may be met by any combination of published plans, for example:

- Sustainability plan
- Campus master plan or physical campus plan
- Climate action plan
- Diversity and inclusion plan
- Human resources strategic plan
- Strategic plan or equivalent guiding document

Part 2. Sustainability in institution’s highest guiding document

Institution includes the integrated concept of sustainability (as opposed to one or more aspects of sustainability) in its highest guiding document, e.g., a published, institution-widestrategic plan or the equivalent.

Sustainability may be included in the highest guiding document as a major theme (e.g., in a section on sustainability, as a major institutional goal, or through multiple sustainability-focused objectives) or as a minor theme (e.g., in passing, as part of a vision or values statement, or in objectives that are related to rather than focused on sustainability). A strategic plan that addresses aspects of sustainability, sustainability issues/concepts, and/or sustainability challenges, but not the integrated concept of sustainability does not qualify.

For institutions that are a part of a larger system, plans developed at the system level are eligible for this credit.

"---" indicates that no data was submitted for this field

Part 1. Measurable sustainability objectives

Academics

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in curriculum and/or research?:

No

A list or sample of the measurable sustainability objectives related to academics and the plan(s) in which they are published:

Engagement

Does the institution have a published plan or plans that include measurable sustainability objectives that address student, employee, or community engagement for sustainability?:

No

A list or sample of the measurable sustainability objectives related to engagement and the plan(s) in which they are published:

Operations

Does the institution have a published plan or plans that include measurable sustainability objectives that address sustainability in operations?:

No

A list or sample of the measurable sustainability objectives related to operations and the plan(s) in which they are published:

Administration

Does the institution have a published plan or plans that include measurable sustainability objectives that address diversity, equity, and inclusion; sustainable investment/finance; or wellbeing?:

No

A list or sample of the measurable sustainability objectives related to administration and the plan(s) in which they are published:

Part 2. Sustainability in institution’s highest guiding document

Does the institution have a published strategic plan or equivalent guiding document that includes sustainability at a high level? :
Yes

The institution’s highest guiding document (upload):

Website URL where the institution’s highest guiding document is publicly available:
https://www.bakersfieldcollege.edu/about/administration/planning-and-accountability/strategic-plan-2025-2030.html#committee

Which of the following best describes the inclusion of sustainability in the highest guiding document?:
Minor theme

Optional Fields

The institution's sustainability plan (upload):

Website URL where the institution's sustainability plan is publicly available:

Does the institution have a formal statement in support of sustainability endorsed by its governing body?:
Yes

The formal statement in support of sustainability:

> "We recognize our responsibility for continuing and maintaining this institution which has been shaped by over a century of resolute and tenacious labor and judicious foresight, so we unceasingly place our energies into imagining how we might sustain and renew our human, fiscal, and environmental resources into the future." (Bakersfield College Strategic Plan, 2025-2030)

The institution’s definition of sustainability:

Is the institution an endorser or signatory of the following?:

	Yes or No
The Earth Charter	No
The Higher Education Sustainability Initiative (HESI)	No
ISCN-GULF Sustainable Campus Charter	No
Pan-Canadian Protocol for Sustainability	No
SDG Accord	No
Second Nature’s Carbon Commitment (formerly known as the ACUPCC), Resilience Commitment, and/or integrated Climate Commitment	No
The Talloires Declaration (TD)	No
UN Global Compact	No
Other multi-dimensional sustainability commitments (please specify below)	No

A brief description of the institution’s formal sustainability commitments, including the specific initiatives selected above:

Website URL where information about the institution’s sustainability planning efforts is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Inclusive and Participatory Governance

Provisional Score	Responsible Party
3.00 / 3.00	

Criteria

Part 1. Shared governance bodies

Institution has formal participatory or shared governance bodies through which the following campus stakeholders can regularly participate in the governance of the institution (e.g., decision-making processes, plan/policy formulation and review):

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

The bodies may be managed by the institution (e.g., formal boards, committees, and councils), by stakeholder groups (e.g., independent committees and organizations that are formally recognized by the institution), or jointly (e.g., union/management structures).

Part 2. Campus stakeholder representation in governance

Institution’s highest governing body includes individuals representing the following stakeholder groups as official (voting or non-voting) members:

- Students
- Academic staff (i.e., faculty members)
- Non-academic staff

Part 3. Gender equity in governance

Women (and/or individuals who do not self-identify as men) comprise at least 20 percent of the official members of the institution’s highest governing body.

Part 4. Community engagement bodies

Institution hosts or supports one or more formal bodies through which external stakeholders (i.e., local community members) have a regular voice in institutional decisions that affect them. Examples include campus-community councils, “town and gown” committees, community advisory panels, and regular multi-stakeholder forums that are convened at least once a year.

Part 4 of this credit recognizes institutions that are proactive in creating opportunities for community members to contribute to and participate in the institution’s decision-making processes. The institution’s contributions to and participation in community decision-making processes do not count.

"---" indicates that no data was submitted for this field

Part 1. Shared governance bodies

Does the institution have formal participatory or shared governance bodies through which the following stakeholders can regularly participate in the governance of the institution?:

	Yes or No
Students	Yes
Academic staff	Yes
Non-academic staff	Yes

A brief description of the institution’s formal participatory or shared governance bodies:

Students: The Bakersfield College Student Government Association (BCSGA) is the student governing organization and has the responsibilities for campus student organizations and the various student events. Events such as Welcome Week, Homecoming, Spring Fling, and Spring Welcome Week. BCSGA regulates student organizations to ensure they are operating equitably and following BCSGA By-laws, Constitution, and College policy. BCSGA is also responsible for allocating funds to clubs and organizations for events and activities that can be enjoyed by the student body.

Academic staff: The purpose of the Senate is to provide the means to represent the “Senate Association” in the formation and implementation of policy on academic and professional matters.

In implementing policies, the Senate will represent the "Senate Association” to the President of the College and to the Board of Trustees with respect to academic and professional matters {so called 10+1 issues} and exercise the powers granted by the California Education Code and the Board of Governors.

The Senate shall assume primary responsibility in the areas of curriculum and academic standards as specified in the California Education Code.

Senate By-laws also dictate, to some degree, the manner in which the above charge shall be accomplished (LINK).

Non-academic staff: The California School Employees Association is the largest classified school employee union in the United States, representing nearly 250,000 school support staff throughout California.

Part 2. Campus stakeholder representation in governance

Total number of individuals on the institution’s highest governing body:
20.0

Number of students representing their peers as official members of the institution’s highest governing body:
1.0

Number of academic staff representing their peers as official members of the institution’s highest governing body:
5.0

Number of non-academic staff representing their peers as official members of the institution’s highest governing body:
13.0

Part 3. Gender equity in governance

Number of women serving as official members of the institution’s highest governing body:
12.0

Percentage of official members of the highest governing body that are women:
60.0

Website URL where information about the institution’s highest governing body may be found:
https://committees.bakersfieldcollege.edu/college-council/members.html

Part 4. Community engagement bodies

Does the institution host or support one or more formal bodies through which external stakeholders have a regular voice in institutional decisions that affect them?:
Yes

A brief description of the campus-community council or equivalent body that gives external stakeholders a regular voice in institutional decisions that affect them:

Academic Senate: The general public, anyone who is not a Senator or elected Senate officer, is given the opportunity to speak at the "Opportunity to Address the Senate" place near the beginning of the agenda. Each person who speaks is allowed 3 minutes to speak and a combined total of fifteen minutes is allotted regardless of the number of speakers at any one Senate meeting (LINK).

BCSGA: All meetings shall be open to the general public (LINK).

Optional Fields

Number of people from underrepresented groups serving as official members of the institution’s highest governing body.:

Website URL where information about the institution’s governance structure is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Reporting Assurance

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has completed an assurance process that provides independent affirmation that the information in its current STARS report is reported in accordance with credit criteria.

To qualify, the process must successfully identify and resolve inconsistencies and errors in the institution's finalized STARS report prior to submitting it to AASHE. The assurance process may include:

1. Internal review by one or more individuals affiliated with the institution, but who are not directly involved in the data collection process for the credits they review.

AND/OR

1. An external audit by one or more individuals affiliated with other organizations (e.g., a peer institution, third-party contractor, or AASHE).

An institution is eligible to earn bonus points in the External Reporting Assurance credit in Innovation & Leadership if its assurance process includes an external audit.

Minimum requirements

The review and/or audit must be guided by and documented in the STARS Review Template and include the following steps:

1. Independent reviewer(s) review all credits that the institution is pursuing and document in the template the issues that are identified. Reviewer(s) must check that:
    - All required reporting fields, attachments, inventories, and URLs are included;
    - Reported information meets credit criteria and is consistent with required timeframes; AND
    - Reported figures are consistent across credits (e.g., between the Institutional Characteristics section and specific credits that require similar figures) and that any inconsistencies are explained.

4. The STARS Liaison (or another primary contact for the institution) addresses the inconsistencies or errors identified during the review by updating information in the Reporting Tool and documenting in the template that the issues have been addressed.

5. Reviewer(s) provide affirmation that the submission has been reviewed in full and that all identified inconsistencies and errors have been successfully addressed.

6. The Liaison or other primary contact uploads:
    - A statement of affirmation from each reviewer, AND
    - The completed STARS Review Template.

Please note that assured reports are still subject to review by AASHE staff prior to publication, which may require additional revisions. AASHE reserves the right to withhold points for this credit if it is determined that the assurance process was clearly unsuccessful in identifying and resolving inconsistencies or errors (e.g., when AASHE staff identify a significant number of issues not captured in the completed review template). Published reports are also subject to public data inquiries and periodic audits by AASHE staff.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Diversity & Affordability

Points Earned 6.33

Points Available 10.00

This subcategory seeks to recognize institutions that are working to advance diversity and affordability on campus. In order to build a sustainable society, diverse groups will need to be able to come together and work collaboratively to address sustainability challenges. Members of racial and ethnic minority groups and immigrant, indigenous and low-income communities tend to suffer disproportionate exposure to environmental problems. This environmental injustice happens as a result of unequal and segregated or isolated communities. To achieve environmental and social justice, society must work to address discrimination and promote equality. The historical legacy and persistence of discrimination based on racial, gender, religious, and other differences makes a proactive approach to promoting a culture of inclusiveness an important component of creating an equitable society. Higher education opens doors to opportunities that can help create a more equitable world, and those doors must be open through affordable programs accessible to all regardless of race, gender, religion, socio-economic status and other differences. In addition, a diverse student body, faculty, and staff provide rich resources for learning and collaboration.

Credit	Points
Diversity and Equity Coordination	2.00 / 2.00
Assessing Diversity and Equity	0.00 / 1.00
Support for Underrepresented Groups	3.00 / 3.00
Affordability and Access	1.33 / 4.00

Diversity and Equity Coordination

Provisional Score	Responsible Party
2.00 / 2.00	

Criteria

Part 1

Institution has a diversity and equity committee, office and/or officer (or the equivalent) tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion, and human rights on campus. The committee, office and/or officer may focus on students and/or employees.

Part 2

Institution makes cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities available to students, academic staff (i.e., faculty members), and/or non-academic staff.

The trainings and activities help participants build the awareness, knowledge, and skills necessary to redress inequalities and social disparities, and work effectively in cross-cultural situations.

"---" indicates that no data was submitted for this field

Part 1

Does the institution have a diversity and equity committee, office, and/or officer tasked by the administration or governing body to advise on and implement policies, programs, and trainings related to diversity, equity, inclusion and human rights?:
Yes

Does the committee, office and/or officer focus on students, employees, or both?:
Both students and employees

None
A brief description of the diversity and equity committee, office and/or officer, including purview and activities:

- **Purpose:** The Equal Opportunity and Diversity Advisory Committee (EODAC) plays a pivotal role in championing diversity, equity, inclusion, accessibility, and anti-racism at Bakersfield College and within the Kern Community College District (KCCD). By advising the college president and collaborating with diverse stakeholders, EODAC is dedicated to nurturing an educational environment that prioritizes inclusivity and equitable practices (LINK).

Chairs:

- Richard McCros | Administrative Co-Chair
- Gilbert Ayuk | Faculty Co-Chair
- Victoria Coffee | Classified Co-Chair

Administrators:

- Reggie Bolton | Administrative Representative
- Angelica Caudillo | Administrative Representative
- Gamaliel 'Leo' Ocampo | Administrative Representative
- Tiffany Sagbohan | Administrative Representative

Classified

- Brayn Lainez | Classified Representative
- Venessa Reyes | Classified Representative
- Angela Williams | Classified Representative
- Maria Elizondo | Classified Representative
- Dominica Dominguez | Classified Representative
- Lareina Villanueva | Classified Representative

Faculty

- Josep Tipay | Arts/ACH
- Joe Saldivar | Biology
- Angelica Gonzalez | Behavioral Sciences
- Murad Zikri | Business Education
- Helen Acosta | Communication
- Matthew Maddex | Communication
- Sara Wallace | English
- Debra Thorson | Adjunct (Communication)

- Hector Santiago | Adjunct (Education)

Students

- Sherazard "Raz" Barraj | Student Government Association
- Brenda Abad (alternate) | Student Government Association

Part 2

Estimated proportion of students that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
All

Estimated proportion of academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
All

Estimated proportion of non-academic staff that has participated in cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:
All

If trainings are made available, provide:

A brief description of the institution’s cultural competence, anti-oppression, anti-racism, and/or social inclusion trainings and activities:

To help prevent sexual violence, all members of the Bakersfield College community, students, staff and faculty, are required to receive sexual violence prevention and intervention training and education regularly. Bakersfield College's curriculum, tailored to each audience, educates our community about sexual violence, how to prevent it, the role of intervention and what local resources are available (LINK).

Key Concepts:

- Definitions of different forms of sexual violence.
- Social norms, including the attitudes and beliefs that can normalize violence.
- Bystander intervention.
- Responding to sexual violence using methods that acknowledge the impact of violence and trauma on survivors' lives.
- Local resources, including confidential support for survivors of sexual violence and appropriate services for those accused of sexual violence.
- Rights and options about reporting sexual violence.

Optional Fields

Website URL where information about the institution’s diversity and equity office or trainings is available:
https://www.bakersfieldcollege.edu/campus-life/student-conduct/title-ix/education-and-training.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Sexual Misconduct and Title IX: https://www.bakersfieldcollege.edu/campus-life/student-conduct/title-ix/index.html#:~:text=Bakersfield%20College's%20Title%20IX%20Coordinator,the%20Departm

Assessing Diversity and Equity

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution has engaged in a structured assessment process during the previous three years to improve diversity, equity, and inclusion on campus. The structured diversity and equity assessment process addresses:

- Campus climate by engaging stakeholders to assess the attitudes perceptions and behaviors of employees and students, including the experiences of underrepresented groups;
- Student outcomes related to diversity, equity, and success (e.g., graduation/success and retention rates for underrepresented groups); AND/OR
- Employee outcomes related to diversity and equity (e.g., pay and retention rates for underrepresented groups).

The results of the assessment may be shared with the campus community and/or made publicly available.

An employee satisfaction or engagement survey is not sufficient to meet the campus climate or employee outcome criteria outlined above, but may contribute to the overall structured assessment. Employee satisfaction and engagement surveys are recognized in the Assessing Employee Satisfaction credit.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Support for Underrepresented Groups

Provisional Score	Responsible Party
3.00 / 3.00	

Criteria

Institution has one or more of the following policies, programs or initiatives to support underrepresented groups and foster a more diverse and inclusive campus community:

1. A publicly posted non-discrimination statement.
2. A discrimination response protocol or committee (sometimes called a bias response team) to respond to and support those who have experienced or witnessed a bias incident, act of discrimination, or hate crime.
3. Programs specifically designed to recruit students, academic staff (i.e., faculty members), and/or non-academic staff from underrepresented groups.
4. Mentoring, counseling, peer support, academic support, or other programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups.
5. Programs that specifically aim to support and prepare students from underrepresented groups for academic careers as faculty members (sometimes known as pipeline programs). Such programs could take any of the following forms:
    - Teaching fellowships or other programs to support terminal degree students from underrepresented groups in gaining teaching experience. (The terminal degree students may be enrolled at another institution.)
    - Financial and/or other support programs to prepare and encourage undergraduate or other non-terminal degree students from underrepresented groups to pursue further education and careers as academics.
    - Financial and/or other support programs for doctoral and postdoctoral students from underrepresented groups.

"---" indicates that no data was submitted for this field

Non-discrimination statement

Does the institution have a publicly posted non-discrimination statement? :
Yes

The non-discrimination statement, including the website URL where the policy is publicly accessible:

Kern Community College District Board Policy (LINK):

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race and ethnicity, color, ethnic group identification, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association
with a person or group with one or more of these actual or perceived characteristics. The District shall be free of sexual harassment and all forms of sexual intimidation and exploitation.

All forms of discrimination and harassment are contrary to basic standards of conduct between individuals and are prohibited by state and federal law, as well as this policy, and will not be tolerated. The District is committed to providing an academic and work environment and respects the dignity of individuals and groups.

The District Chancellor shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race and ethnicity, color, ethnic group identification, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

Additional information can be found at: https://www.kccd.edu/board-trustees/board-policy.html

Kern Community College District Administrative Procedures (LINK):

Education Programs
The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment
The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District’s needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

It is unlawful to discriminate against a person who serves in an unpaid internship or any other limited-duration program to provide unpaid work experience in the selection, termination, training, or other terms and treatment of that person on any the basis of their race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status.

Bias response team

Does the institution have a discrimination response protocol or committee (sometimes called a bias response team)?:
Yes

A brief description of the institution’s discrimination response protocol or team:

Kern Community College District is committed to serving its community with professionalism and respect. Any person who is dissatisfied with the conduct of a college employee is encouraged to make a complaint to the appropriate college representative identified below. That representative will explain the process for addressing the complaint and will answer any questions about the complaint process. The colleges take prompt and appropriate action in response to all complaints (LINK).

- **Discrimination, Harassment, or Retaliation**
  - District Office - Gian Duran, Director of Human Resources Operations, (661) 336-5107, or gina.duran@kccd.edu
  - Bakersfield College - Victoria Simmons, Interim Vice Chancellor of Human Resources, (661) 336-5006, or victoria.simmons@kccd.edu

Recruitment programs

Does the institution have programs specifically designed to recruit students from underrepresented groups?:
Yes

Does the institution have programs specifically designed to recruit academic staff from underrepresented groups?:
Yes

Does the institution have programs designed specifically to recruit non-academic staff from underrepresented groups?:
Yes

If yes to any of the above, provide:

A brief description of the institution's programs to recruit students, academic staff, and/or non-academic staff from underrepresented groups:

Outreach & School Relations (LINK):

The Outreach Department provides comprehensive enrollment support and guidance to incoming students including graduating high school seniors, returning students, and students of all ages who want to pursue their education and career goals at Bakersfield College. Outreach builds awareness of programs available to students, conducts campus visits, and represents the college at community events.

Enrollment support and guidance are provided through various avenues, including collaborative partnerships with service area high schools, virtually through our Student Information Desk and in-person in the Welcome Center on the Bakersfield College main campus.

Project HireUP (LINK):

The goal of Project HireUp is to decrease homelessness in Kern County through a creative and innovative partnership that supports students who are currently experiencing housing insecurity in continuing their education and securing employment.

The program was intentionally created with 3 major components woven into the design: Personal, Education and Career Development. The goal is to create pathways to self-sufficiency. By utilizing this design as its framework, some of our community's most vulnerable have the opportunity to go from homeless to a job within 6 months. When we lift up those facing homelessness and empower them to own their journey, we see incredible outcomes. Individual lives are changed, families reunited and communities made stronger.

Kern Promise (LINK):

Kern Promise is a commitment between transfer students and Bakersfield College to help students complete their Associate Degree for Transfer (ADT) within two years as

long as transfer students meet all program requirements. Kern Promise students get several perks to help them achieve their transfer goals. As a Kern Promise student, you will be eligible for priority registration, a $250 book scholarship per semester, and paid tuition.

- **Kern Promise Programs**
  - **Finish-in-4:** The Finish-in-4 program guarantees transfer students admission to CSU Bakersfield as long as students meet the program requirements. The program generally consists of two years of ADT program coursework at BC and the remaining two years at CSU Bakersfield to earn a bachelor's degree.
  - **Transfer-in-2:** The Transfer-in-2 program guarantees transfer students will transfer within two years as long as students meet the program requirements.

Workability III (LINK):

In cooperation with the State Department of Rehabilitation (DOR), Bakersfield College provides job placement for students with disabilities through the WorkAbility III program. A disability may include physical, communication, learning or emotional disability. Assistance with part-time jobs, full-time jobs, internships and work experience placement is provided by WorkAbility III. WorkAbility III also offers job search skills training, including resume writing and interviewing skills. These services are provided to BC students who are also clients of DOR. In addition, DOR may provide financial aid covering the full cost of fees, books and other services.

Equal Opportunity & Diversity Advisory Committee (LINK):

The Equal Opportunity and Diversity Advisory Committee (EODAC) plays a pivotal role in championing diversity, equity, inclusion, accessibility, and anti-racism at Bakersfield College and within the Kern Community College District (KCCD). By advising the college president and collaborating with diverse stakeholders, EODAC is dedicated to nurturing an educational environment that prioritizes inclusivity and equitable practices.

- **EODAC Responsibilities:**
  - Formulate and advocate for policies that promote diversity, equity, inclusion, and accessibility.
  - Periodically reassess and recommends updates to the college's Diversity Statement and associated policies to reflect needs and standards.
  - Identify and address systemic barriers that disproportionately affect marginalized student groups, proposing actionable solutions.
  - Guide equitable recruitment, retention, and professional development of staff and faculty to foster a diverse and inclusive workforce.
  - Facilitate partnerships and initiatives aimed at enhancing student success through an equity lens.
  - Organize and deliver training sessions on diversity, leadership, and anti-racism to cultivate a campus culture of inclusivity and respect.
  - Actively engage in dialogue and advocacy on issues concerning diversity, equity, inclusion, accessibility, and anti-racism.

- Impact on Equal Employment Opportunity (EEO):
  Collaborate with the HR EEO Officer to ensure a diverse and inclusive faculty and staff composition.
  - Enhance the inclusivity of the hiring process with targeted training and policy reforms.
  - Design job announcements that embody inclusivity, equity, and EEO principles.
  - Develop strategies for recruiting and retaining a workforce that mirrors the diversity of our student population and community.

Equal Employment Opportunity (LINK):

- "Recruitment for positions shall include efforts to attract a diverse applicant pool. Recruitment must be conducted actively within and outside of the District work force."

Mentoring, counseling and support programs

Does the institution have mentoring, counseling, peer support, academic support, or other programs designed specifically to support students from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs designed specifically to support academic staff from underrepresented groups on campus?:
Yes

Does the institution have mentoring, counseling, peer support or other programs to support non-academic staff from underrepresented groups on campus?:
Yes

A brief description of the institution's programs designed specifically to support students, academic staff, and/or non-academic staff from underrepresented groups:

Extended Opportunity Programs & Services (LINK):

The Extended Opportunity Programs and Services (EOPS) Office, located on the east wing of the second floor of the Center for Student Success building (CSS) on BC's main campus, offers several programs that provide additional assistance for Bakersfield College students to succeed in college.

Cooperative Agencies Resources for Education (LINK):

The Cooperative Agencies Resources for Education (CARE) Program promotes students' success by offering specialized services to EOPS students who are single parents receiving public assistance (CalWORKs/TANF).

California Work Opportunity and Responsibility to Children (LINK):

CalWORKs (California Work Opportunity and Responsibility to Children) is California's Welfare plan in response to Federal TANF (Temporary Aid to Needy Families) Program.

NextUp (LINK):

BC is currently recruiting former and current foster youth to apply to our BC NextUp program. You must be former or current foster youth after your 13th birthday and enrolled in 9 units at BC. If eligible, services include book voucher, counseling services, priority registration, meal vouchers, transportation assistance, and more.

Student Success and Equity (LINK):

The goal of Student Success & Equity (SS&E) is to increase equitable student success at Bakersfield College by coordinating campus-wide efforts to develop effective onboarding and support mechanisms along students' pathways toward their educational goals. Multiple grant and categorical programs support the work of programs and offices across campus in advancing student outcomes. Those programs and offices include:

- Academic Support Services
- Counseling Department
- DSPS
- Early College
- EOP&S
- Financial Aid
- Marketing & Community Relations
- Outreach & School Relations
- Summer Bridge
- Testing Center

Faculty Chairs & Directors Council (LINK):

Coordinates student services and instructional issues and procedures affecting faculty, departments, teaching and learning processes. Advises Executive Vice President of Academic Affairs and Student Services, and the Associate Vice President of Student Services.

- **Charge**
  - To discuss, review, and resolve operational issues and to provide collaborative interaction between student services and instruction in development of seamless process to meet student needs.
  - Responsible for completion of the unit plans, faculty evaluations, and providing recommendations to the president for faculty hiring.

Student Health and Wellness Center (LINK):

The Student Health and Wellness Center (SHWC) is open to all enrolled students on the main campus and through a virtual environment. SHWC services include low-cost basic medical assistance and mental health support services. All appointments with the Health Services Clinicians or mental health professionals are conducted via a private and confidential in-person or Zoom session. Some types of appointments are in-person only.

Support for future academic staff

Does the institution have training and development programs, teaching fellowships and/or other programs that specifically aim to support and prepare students from underrepresented groups for careers as faculty members?:
Yes

A brief description of the institution's programs to support and prepare students from underrepresented groups for careers as faculty members:

Faculty Diversification Fellowship (LINK):

Background

The Faculty Diversification Fellowship Program provides post-baccalaureate STEM students interested in teaching at a 2-year college with an opportunity to participate in a mentorship collaboration with a Bakersfield College faculty. In addition, candidates will gain exposure to the community college culture, including best practices for teaching and supporting the diverse group of students enrolled at a rural California Community College.

Objective

To meet workforce demands and the needs of the student population, Bakersfield College requires a qualified diverse faculty group. The college has a growing number of students of color and it is imperative for the college to implement practices that will aid in the recruiting and retention of those students, and faculty of color is vital to the success of underrepresented minorities.

Therefore, the Faculty Diversification Fellowship provides post-baccalaureate STEM students interested in teaching at a 2-year college with an opportunity to participate in a mentorship collaboration with a Bakersfield College faculty. In addition, candidates will gain exposure to the community college culture, including best practices for teaching and supporting the diverse group of students enrolled at a rural California Community College.

The Faculty Fellowship Program allows the college to recruit and train qualified candidates in an effective and fiscally responsible manner. More importantly though, it is a contribution to the community to hire candidates from the San Joaquin Valley, and the surrounding areas, to teach for Bakersfield College.

Optional Fields

Does the institution produce a publicly accessible inventory of gender-neutral bathrooms on campus?:
Yes

Does the institution offer housing options to accommodate the special needs of transgender and transitioning students?:
No

Website URL where information about the institution’s support for underrepresented groups is available:
https://committees.bakersfieldcollege.edu/eodac/index.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Affordability and Access

Provisional Score	Responsible Party
1.33 / 4.00	

Criteria

Institution is affordable and accessible to low-income students as demonstrated by one or more of the following indicators:

A. Percentage of need met, on average, for students who were awarded any need-based aid

B. Percentage of students graduating without student loan debt

C. Percentage of entering students that are low-income

D. Graduation/success rate for low-income students

These indicators are scored together to form a multi-dimensional index of affordability and accessibility that is relevant to institutions in diverse contexts. It is not expected that every institution will necessarily have the data required to report on all four indicators or achieve 100 percent on each indicator that it reports on. See Measurement for specific guidance on completing each indicator.

"---" indicates that no data was submitted for this field

Provide at least one of the following figures:

Percentage of need met, on average, for students who were awarded any need-based aid :
63.0

Percentage of students graduating without student loan debt:

Percentage of entering students that are low-income:
37.1

Graduation/success rate for low-income students:

Optional Fields

A brief description of notable policies or programs to make the institution accessible and affordable to low-income students:

1. **Extended Opportunity Programs & Services (LINK):** The Extended Opportunity Program and Services is a state-funded program that serves educationally and financially disadvantaged students. EOPS provides services that assist students who have the potential to succeed in college.
2. **TRIO Student Support Services (LINK):** TRIO Student Support Services (SSS) is a federally funded outreach program designed to:
    1. Motivate and support students from disadvantaged backgrounds.
    2. Promote educational success, retention, and persistence.
    3. Provide opportunities for low-income, first-generation college students and students with disabilities from diverse backgrounds.

A brief description of notable policies or programs to support non-traditional students:

1. **Rising Scholars Program (LINK):** The Rising Scholars Program is an innovative and impactful educational initiative that aims to provide incarcerated and formerly incarcerated individuals with access to higher education and opportunities for personal and academic growth.
2. **Child Development Center (LINK):** The Child Development Center at Bakersfield College offers a student service with the primary goal of providing a comprehensive child development program that serves student families and their children. Our role is to provide the time and support to assist student families in achieving their chosen academic/career goals.

Estimated percentage of students that participate in or directly benefit from the institution's policies and programs to support low-income and non-traditional students:

Website URL where information about the institution's accessibility and affordability initiatives is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

1. **Financial Aid Source:** https://us-west-2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/CourseEnrollmentsandFTESDashboard_16920481157270/DataTables?:iid=1
2. **Low-Income Source:** https://us-west-2b.online.tableau.com/#/site/kerncommunitycollegedistrictinstitiutionalresearchreporting/views/CourseEnrollmentsandFTESDashboard_16920481157270/DataTables?:iid=1

Investment & Finance

Points Earned 0.00

Points Available 7.00

This subcategory seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. Institutions with transparent and democratic investment processes promote accountability and engagement by the campus and community. By using the tools of sustainable investing, institutions can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.

Throughout this subcategory, the term “sustainable investment” is inclusive of socially responsible, environmentally responsible, ethical, impact, and mission-related investment.

Credit		Points
Committee on Investor Responsibility	0.00 / 2.00	
	0.00 / 4.00	
	This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:	
	Total value of the investment pool (US/ Canadian dollars)	**Total points available for the credit**
Sustainable Investment	$1 billion or more	5
	$500 - 999 million	4
	Less than $500 million	3
	Close	
Investment Disclosure	0.00 / 1.00	

Committee on Investor Responsibility

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Institution has a formally established and active committee on investor responsibility (CIR) or equivalent body that makes recommendations to fund decision-makers on socially and environmentally responsible investment opportunities across asset classes, including proxy voting (if the institution engages in proxy voting). The body has multi-stakeholder representation, which means its membership includes academic staff, non-academic staff, and/or students (and may also include alumni, trustees, and/or other parties).

An institution for which investments are handled by the university system and/or a separate foundation of the institution should report on the investment policies and activities of those entities.

A general committee that oversees the institution’s investments does not count for this credit unless social and environmental responsibility is an explicit part of its mission and/or a regular part of its agenda.

This credit recognizes committees that that regularly make recommendations to fund decision-makers on the institution’s external investments. Committees that only have within their purview green revolving loan funds or similar initiatives to fund campus infrastructure improvements and sustainability committees that occasionally make recommendations to fund decision-makers do not count. Student-managed sustainable investment funds, green fees and revolving funds, and sustainable microfinance initiatives are covered in the Student Life credit in Campus Engagement.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Sustainable Investment

Provisional Score	Responsible Party
0.00 / 4.00	

This credit is weighted more heavily for institutions with large investment pools and less heavily for institutions with smaller investment pools. The number of points available is automatically calculated in the online Reporting Tool as detailed in the following table:

Total value of the investment pool (US/ Canadian dollars)	Total points available for the credit
$1 billion or more	5
$500 - 999 million	4
Less than $500 million	3

Close

Criteria

Part 1. Positive sustainability investment

Institution invests in one or more of the following:

- Sustainable industries (e.g., renewable energy or sustainable forestry). This may include any investment directly in an entire industry sector as well as holdings of companies whose entire business is sustainable (e.g., a manufacturer of wind turbines).
- Businesses selected for exemplary sustainability performance (e.g., using criteria specified in a sustainable investment policy). This includes investments made, at least in part, because of a company's social or environmental performance. Existing stock in a company that happens to have socially or environmentally responsible practices should not be included unless the investment decision was based, at least in part, on the company's sustainability performance.
- Sustainability investment funds (e.g., a renewable energy or impact investment fund). This may include any fund with a mission of investing in a sustainable sector or industry (or multiple sectors), as well as any fund that is focused on purchasing bonds with sustainable goals.
- Community development financial institutions (CDFIs) or the equivalent (including funds that invest primarily in CDFIs or the equivalent).
- Socially responsible mutual funds with positive screens (or the equivalent). Investment in a socially responsible fund with only negative screens (i.e., one that excludes egregious offenders or certain industries, such as tobacco or weapons manufacturing) does not count in Part 1.
- Green revolving loan funds that are funded from the endowment.

Part 2. Investor engagement

Institution has policies and/or practices that meet one or more of the following criteria:

- Has a publicly available sustainable investment policy (e.g., to consider the social and/or environmental impacts of investment decisions in addition to financial considerations).
- Uses its sustainable investment policy to select and guide investment managers.
- Has engaged in proxy voting to promote sustainability during the previous three years, either by its committee on investor responsibility (CIR), by another committee, or through the use of guidelines.
- Has filed or co-filed one or more shareholder resolutions that address sustainability or submitted one or more letters about social or environmental responsibility to a company in which it holds investments, during the previous three years.
- Participates in a public divestment effort (e.g., targeting fossil fuel production or human rights violations) and/or has a publicly available investment policy with negative screens, for example to prohibit investment in an industry (e.g., tobacco or weapons manufacturing).
- Engages in policy advocacy by participating in investor networks (e.g., Principles for Responsible Investment, Investor Network on Climate Risk, Interfaith Center on Corporate Responsibility) and/or engages in inter-organizational collaborations to share best practices.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Investment Disclosure

Provisional Score	Responsible Party
0.00 / 1.00	

Criteria

Institution makes a snapshot of its investment holdings available to the public on at least an annual basis. Investment holdings must include the amount invested in each fund and/or company, and may also include proxy voting records (if applicable).

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Wellbeing & Work

Points Earned 2.34

Points Available 7.00

This subcategory seeks to recognize institutions that have incorporated sustainability into their human resources programs and policies. An institution’s people define its character and capacity to perform; and so, an institution’s achievements can only be as strong as its community. An institution can bolster the strength of its community by offering benefits, wages, and other assistance that serve to respectfully and ethically compensate workers and by acting to protect and positively affect the health, safety and wellbeing of the campus community.

Credit	Points
Employee Compensation	0.77 / 3.00
Assessing Employee Satisfaction	0.57 / 1.00
Wellness Program	1.00 / 1.00
Workplace Health and Safety	0.00 / 2.00

Employee Compensation

Provisional Score	Responsible Party
0.77 / 3.00	

Criteria

Part 1. Living wage for employees

More than 75 percent of the institution’s employees receive a living wage (benefits excluded).

Include all employees (full-time, part-time, and temporary/adjunct) in Part 1. An institution may choose to include or omit student workers, who are covered in the Student Living Wage credit in Exemplary Practice.

Part 2. Living wage for employees of contractors

Institution is able to verify that more than 75 percent of the employees of any significant contractors that are present on-site as part of regular and ongoing campus operations receive a living wage (benefits excluded).

Include all regular (i.e., permanent), part-time and full-time workers employed by significant contractors in Part 2. Examples include, but are not limited to, employees of regular providers of dining/catering, cleaning/janitorial, maintenance, groundskeeping, professional, transportation, and retail services. Construction workers and other employees of contractors that work on-site on a temporary or irregular basis may be excluded, as may student workers employed by contractors.

An institution without wage data for its contractors may report the percentage of employees of contractors covered by collective bargaining agreements (i.e., union contracts) in lieu of the above.

Part 3. Minimum total compensation for employees

Total compensation provided to the institution’s lowest paid regular (i.e., permanent), part-time or full-time employee or pay grade meets or exceeds the local living wage.

Provisional compensation for newly hired, entry-level employees (e.g., compensation provided during the first six months of employment) may be excluded from Part 3. An institution may choose to include or omit student workers.

Determining the local living wage

To determine the local living wage:

- A U.S. institution must use the Living Wage Calculator hosted by the Massachusetts Institute of Technology to look up the living wage for “2 Adults, 2 Children” (which assumes both adults are working) for the community in which the main campus is located.
- A Canadian institution must use Living Wage Canada’s standards (if a living wage has been calculated for the community in which the main campus is located) or else the appropriate after tax Low Income Cut-Off (LICO) for a family of four (expressed as an hourly wage),
- An institution located outside the U.S. and Canada must use a local equivalent of the above standards if available or else the local poverty indicator for a family of four (expressed as an hourly wage).

Please note that a family of four is used to help harmonize the living wage standards and poverty indicators used in different countries and is not assumed to be the most common or representative family size in any particular context. For further guidance in determining the local living wage, see Measurement.

"---" indicates that no data was submitted for this field

Part 1. Living wage for employees

The local living wage (based on a family of four and expressed as an hourly wage):
27.11

Percentage of employees that receive a living wage (benefits excluded):
87.9

Part 2. Living wage for employees of contractors

Does the institution have significant contractors with employees that work on-site as part of regular and ongoing campus operations?:
No

A list or brief description of significant on-site contractors:

Percentage of employees of on-site contractors known to receive a living wage or be covered by collective bargaining agreements (i.e., union contracts):
0.0

Part 3. Minimum total compensation for employees

Total compensation provided to the institution's lowest paid regular, part-time or full-time employee or pay grade meets or exceeds what percentage of the living wage?:
None of the above (i.e. the lowest paid regular employee or pay grade earns less than the living wage)

A brief description of the minimum total compensation provided to the institution's lowest paid employee or pay grade:

Minimum Pay Range | Range 32.5, Step 1 - Hourly is $17.17; Annual $35,713.92

Optional Fields

Has the institution made a formal commitment to pay a living wage?:
No

A copy or brief description of the institution’s written policy stating its commitment to a living wage:

Website URL where information about employee compensation is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

- Living Wage (LINK) | Location: Bakersfield, CA | 2 Adults (Both Working), 2 Children | $27.11

Assessing Employee Satisfaction

Provisional Score	Responsible Party
0.57 / 1.00	

Criteria

Institution conducts a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement. The survey or equivalent may be conducted institution-wide or may be done by individual departments or divisions. The evaluation addresses (but is not limited to) the following areas:

- Job satisfaction
- Learning and advancement opportunities
- Work culture and work/life balance

The institution has a mechanism in place to address issues raised by the evaluation.

"---" indicates that no data was submitted for this field

Has the institution conducted a survey or other evaluation that allows for anonymous feedback to measure employee satisfaction and engagement during the previous three years?:
Yes

Percentage of employees assessed, directly or by representative sample:
57.44

A brief description of the institution's methodology for evaluating employee satisfaction and engagement:

"This survey was analyzed utilized a qualitative approach to understand Kern CCD employees' lived experiences and perceptions. Qualitative research is not linear; rather, it is an interactive process used to uncover the lived experiences and perceptions of those who answered the survey (Ravitch & Carl, 2016). Ravitch and Carl (2016) believe that qualitative research "has the potential to provide interruptive and ultimately transformative experiences as a result of its ability to generate local knowledge, its potential for informed action, and how it attends to the complexity of lived experience" (p. 25). In addition, Maxwell (2013) and Patton (2015) agree that qualitative research is a methodological pathway in which to centralize and explore the complexity of both lived experiences and values."

A brief description of the mechanism(s) by which the institution addresses issues raised by the evaluation:

- Chancellor Bloomberg organized a series of town hall focus groups with both classified and management across the district.
    - Five Themes: Leadership Development, Communication, District Wide Communication, Updated Policies and Procedures, and Improved Culture

- The end goal of the qualitative survey and the series of town hall focus groups is to assess the culture within the district and gain an understanding of the next steps needed to improve that culture.
- For the next 12-18 months the Chancellor will be working on leadership development, communication, district-wide communication, updated policy and procedures, and improving culture.

Optional Fields

Website URL where information about the employee satisfaction and engagement evaluation is available:
https://www.kccd.edu/institutional-research/surveys/climate-survey.html

Additional documentation to support the submission:
KCCD_Workplace_Culture_Survey_Report_2024_summary_version.pdf

Data source(s) and notes about the submission:

https://www.kccd.edu/institutional-research/surveys/climate-survey.html

- Workplace Culture Suvery, 2024
- Workplace Culture Town Hall Focus Groups: Faculty, 2024
- Workplace Culture Town Hall Focus Groups: Classified and Management 2024

Wellness Program

Provisional Score	Responsible Party
1.00 / 1.00	

Criteria

Part 1. Wellness program

Institution has a wellness and/or employee assistance program that makes available counseling, referral, and wellbeing services to students and/or employees.

Part 2. Smoke-free environments

Institution prohibits smoking (as defined by the institution) within all occupied buildings that it owns or leases, and either:

1. Restricts outdoor smoking (e.g., by designating smoking areas or smoke-free spaces), OR
2. Prohibits smoking and tobacco use across the entire campus.

Policies adopted by entities of which the institution is part (e.g., government or university system) may count for this credit as long as the policies apply to and are followed by the institution.

"---" indicates that no data was submitted for this field

Part 1. Wellness program

Does the institution have a wellness program that makes counseling, referral, and wellbeing services available to all students?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all academic staff?:
Yes

Does the institution have a wellness and/or employee assistance program that makes counseling, referral, and wellbeing services available to all non-academic staff?:
Yes

A brief description of the institution's wellness and/or employee assistance program(s):

KCCD Insurance (LINK):

1. **Anthem Blue Cross:** Under Anthem Blue Cross, through SISC, the district provides three (3) PPO plans that include 80%, 90%, or 100% coverage with an average $500/$1,000 annual deductible and average $20 office visit co-pay.
    1. Employee Assistance Program: Anthem is a leading provide of Employee Assitance Programs (EAP).
2. **Kaiser Traditional HMO:** Under Kaiser, through SISC, the district offers a $0 out of pocket deductible plan with a $10 office visit co-pay.
3. **Anchor Bronze:** Under Anchor Bronze HSA PPO, through SISC, the district provides PPO plan that include coverage with an average $5,000person/ $10,000 family.

Anthem - EAP (LINK):

EAP provides counseling services for employees and retirees regarding relationship difficulties, marriage and family situations, stress or anxiety and depression issues. Concerns such as alcohol and drug problems or family violence may also be discussed with an EAP counselor in this program. Employees who choose to use this service, do so with assurance that it is with confidentiality. When registering for EAP online use the company code SISC to login. To learn more about this plan call 800-999-7222 or visit the EAP website.

Student Health and Wellness Center (LINK):

The Student Health and Wellness Center (SHWC) is open to all enrolled students on the main campus and through a virtual environment. SHWC services include low-cost basic medical assistance and mental health support services. All appointments with the Health Services Clinicians or mental health professionals are conducted via a private and confidential in-person or Zoom session. Some types of appointments are in-person only.

Part 2. Smoke-free environments

Does the institution prohibit smoking within all occupied buildings owned or leased by the institution?:
Yes

Does the institution restrict outdoor smoking?:
Yes

Does the institution prohibit smoking and tobacco use across the entire campus?:
Yes

A copy of the institution's smoke-free policy:

The institution’s smoke-free policy:

> Bakersfield College and Porterville College are smoke and tobacco-free enviroments. Smoking, vaping, and the use or sale of tobacco products is prohibited on Bakersfield College and Porterville College campuses all District Property at all times. This administrative procedure applies to students, faculty, staff, administrators, visitors, and general members of the public

Optional Fields

Website URL where information about the institution’s wellness programs is available:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Webpage (LINK) featuring Bakersfield College's tobacco-free perspectives and resources to those struggling with addiction:

Workplace Health and Safety

Provisional Score	Responsible Party
0.00 / 2.00	

Criteria

Part 1. Health and safety management system

Institution has an occupational health and safety management system (OHSMS).

The system may use a nationally or internationally recognized standard or guideline (see Standards and Terms for a list of examples) or it may be a custom management system.

Part 2. Incidents per FTE employee

Institution has less than four annual recordable incidents of work-related injury or ill health per 100 full-time equivalent (FTE) employees.

This credit was marked as **Not Pursuing** so Documentation Fields will not be displayed.

Innovation & Leadership

Innovation & Leadership

Points Earned	2.25
Points Available	4.00

The credits in this category recognize institutions that are seeking innovative solutions to sustainability challenges and demonstrating sustainability leadership in ways that are not otherwise captured in STARS.

Innovation & Leadership credits recognize:

- Emerging best practices (e.g., seeking independent assurance of STARS data prior to submission).
- Initiatives and outcomes that are a step beyond what is recognized in a standard credit (e.g., achieving third party certification for a program or exceeding the highest criterion of an existing credit).
- Exemplary initiatives and outcomes that are only relevant to a minority of institution types or regions (e.g., participation in green hospital networks).
- Innovative programs and initiatives that address sustainability challenges and are not covered by an existing credit.

A catalog of currently available Innovation & Leadership credits is available in the STARS Reporting Tool and on the STARS website. These credits may be claimed in multiple submissions as long as the criteria are being met at the time of submission.

Scoring

Each Innovation & Leadership credit is worth a maximum of 0.5 bonus points. An institution’s overall, percentage-based STARS score is increased by the number of these points it earns. For example, if an institution earned 30 percent of available points in the four main STARS categories, earning 2 Innovation & Leadership points would raise its final overall score to 32.

An institution may claim any combination of Innovation & Leadership credits and may include as many of these credits in its report as desired, however the maximum number of bonus points applied toward scoring is capped at 4.

Credit	Points
Community Garden	0.50 / 0.50
Food Bank	0.50 / 0.50
Grounds Certification	0.50 / 0.50
Serving Underrepresented Students	0.50 / 0.50
Textbook Affordability	0.25 / 0.50

Community Garden

Provisional Score	Responsible Party
0.50 / 0.50	

Criteria

Institution hosts a community garden on institution-owned land that allows local community members to grow their own food.

"---" indicates that no data was submitted for this field

A brief description of the institution’s community garden:

The "Edible Education Garden" at Bakersfield College's Campus to serve as a learning space for students in "Culinary Arts, Nutrituion, and Agriculture Program." Additionally, the community garden is open to the local community, offering free gardening classes, seen on Bakersfield's College social media page (LINK).

Website URL where information about the community garden is available:

https://www.bakersfieldcollege.edu/news/2021/1119-edible-education-garden.html

Optional Fields

Estimated number of individuals that use the institution’s community garden annually:

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Social Media Link: https://www.facebook.com/BakersfieldCollege/photos/join-us-on-saturdays-for-our-free-gardening-classes-at-bcs-edible-education-gard/1041976961292393/?_rdr

Food Bank

Provisional Score	Responsible Party
0.50 / 0.50	

Criteria

Institution hosts a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students. The food bank, pantry, or equivalent may serve employees or local community members in addition to students.

"---" indicates that no data was submitted for this field

Does the institution host a food bank, pantry, or equivalent resource focused on alleviating food insecurity, hunger and poverty among students?:

Yes

A brief description of the food bank, pantry, or equivalent resource:

- **Renegade Nexus Pantry:** We provide assistance to students who may need a little extra help. We offer a wide variety of supplemental food options, personal and professional clothing, gender-affirming clothing, hygiene assistance, and personal care to BC students. Each student has 12 points that reset at the beginning of each week. Please stop by Basic Needs to ask about assistance!

Optional Fields

Website URL where information about the food bank is available:
https://www.bakersfieldcollege.edu/services-and-resources/nexus/pantry.html

Additional documentation to support the submission:

Data source(s) and notes about the submission:

https://www.bakersfieldcollege.edu/services-and-resources/nexus/pantry.html

Grounds Certification

Provisional Score	Responsible Party
0.50 / 0.50	

Criteria

Institution owns and/or manages land that is currently certified under one or more of the following programs:

- ArbNet Arboretum Accreditation
- Audubon Cooperative Sanctuary Program (ACSP)
- Bee Campus USA
- Demeter Biodynamic
- Forest Stewardship Council (FSC) Forest Management standard
- International Union for Conservation of Nature (IUCN) Green List Standard
- National Wildlife Federation’s Certified Wildlife Habitat Program
- An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM
- Salmon-Safe
- Sustainable Sites Initiative (SITES)
- Tree Campus USA (Arbor Day Foundation)
- An equivalent third party certification program for the protection and promotion of biodiversity approved by AASHE.

"---" indicates that no data was submitted for this field

Does the institution own and/or manage land that is currently certified under the following programs? (at least one positive response required):

	Yes or No
ArbNet Arboretum Accreditation	Yes
Audubon Cooperative Sanctuary Program (ACSP)	No
Bee Campus USA	No
Demeter Biodynamic	No
Forest Stewardship Council (FSC) Forest Management standard	No
International Union for Conservation of Nature (IUCN) Green List Standard	No
National Wildlife Federation’s Certified Wildlife Habitat Program	No
An Organic standard or Participatory Guarantee System (PGS) endorsed by IFOAM	No

	Yes or No
Salmon-Safe	No
Sustainable Sites Initiative (SITES)	No
Tree Campus USA (Arbor Day Foundation)	Yes
An equivalent program approved by AASHE	No

A brief description of the institution’s third party certified land holdings:

The Bakersfield College Arboretum is an ArbNet Level 1 Accredited Arboretum and Bakersfield College has been awarded the Tree Campus Higher Education Designation for the past five years. BC was only the second community college in California to receive this designation.

Documentation affirming the certification(s):
Grounds_Certifications_Bakersfield_College.pdf

Website URL where information affirming the certification(s) is available:
https://arbnet.org/morton-register/bakersfield-college-arboretum/

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Serving Underrepresented Students

Provisional Score	Responsible Party
0.50 / 0.50	

Criteria

Institution is formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent.

Diversity recruitment/admissions programs and broad diversity or social justice commitments (e.g. in a mission statement) are not sufficient to earn this credit.

"---" indicates that no data was submitted for this field

Is the institution formally designated as a minority-serving institution, historically disadvantaged institution, indigenous institution, or the equivalent?:
Yes

Documentation affirming the institution's designation as a minority-serving institution or the equivalent:
HACU_list_of_HSIs_2024.2025.pdf

Website URL where information affirming the institution's designation as a minority-serving institution or the equivalent is available:
https://hacu.net/research/hispanic-serving-institutions/

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Bakersfield College is designated as a Hispanic-Serving Institution (HSI).

Textbook Affordability

Provisional Score	Responsible Party
0.25 / 0.50	

Criteria

Institution supports textbook affordability by:

- Hosting a peer-to-peer textbook exchange program, textbook lending library, or an alternate textbook project covering multiple divisions or departments; AND/OR
- Providing incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks (or alternate textbooks composed of open educational resources). The incentives may include honors, fellowships, titles, monetary rewards, and/or release time.

"---" indicates that no data was submitted for this field

Does the institution host a peer-to-peer textbook exchange program, textbook lending library, or alternate textbook project?:
Yes

A brief description of the textbook exchange program, textbook lending library, or alternate textbook project:

Some courses at BC participate in the Zero Textbook Cost (ZTC) program, which provides free, online textbooks to students enrolled in that course. Students can find courses utilizing the ZTC program through the ZTC icon listed on each respective course on the class registration page.

In addition, Bakersfield College was awarded funding by the California Community Colleges Chancellor's Office to develop and implement ZTC pathways, allowing students to complete a degree without textbook expenses. The following lists Awarded ZTC Pathways at BC:

- Business
- Communications Studies
- Psychology
- Sociology

Bakersfield College students are also encouraged to rent textbooks and sell their used textbooks back to the Renegade Campus Store.

Does the institution provide incentives for academic staff that explicitly encourage the authorship, peer review, and/or adoption of open access textbooks?:
No

A brief description of the incentives to encourage the authorship, peer review, and/or adoption of open access textbooks:

If yes to either of the above, provide:

Website URL where information about the textbook affordability incentives is available:
https://www.bakersfieldcollege.edu/employees/faculty/faculty-handbook/section-3-resources-for-faculty.html

Optional Fields

Additional documentation to support the submission:

Data source(s) and notes about the submission:

Bakersfield College Bookstore webpage (LINK)