3 - Innovations: Innovative Actions Aligned with Goals Prior to January 2014

The year 2013 was, primarily, a year of institutional capacity building with a focus on institutional learning and leadership development. Enhancing student success and shifting college leadership from hierarchical to distributed focused our attention. The latter was accomplished through promoting leadership responsibilities among faculty and staff in key areas, for example, academic technology professional development and data literacy particularly for faculty leaders on campus. Further, under the leadership of the new president of the college, BC converted the existing complex Strategic Plan of the College into a brief Strategic Focus document to allow the entire campus community to engage with the strategic goals in a meaningful way. This clarity, along with a tidal wave of leadership development and learning opportunities on and off campus, led to work being embraced and owned by employees across campus.

Below are examples of work completed in 2013 with more details included in Appendix B:

**Goal 1 - Before BC**

One of the most important factors affecting degree completion at BC is whether students arrive from high school prepared to enroll directly in college-level writing and math. BC success rates are vastly different for underprepared versus prepared students: underprepared student success was 34.8% in 2012-13 whereas prepared student success was 68%. Through campus-wide dialog related to student data, the college repurposed resources (existing staff time and new staff) to partner with high schools to raise student readiness for college work. The work is categorized in two parts:

**Career Academies:** BC completed preliminary work with partners in the outlying rural communities of Delano, Wasco, and McFarland (high Hispanic population communities) to establish college and career pathways for students starting in the 9th grade. When these students finish the 12th grade, they will have at least one year of college completed.

**Outreach and Making It Happen (MIH):** BC has developed multiple measures to better recognize prior learning that happened during high school. BC uses multiple measures to move students up the sequence of writing and math courses (Appendix B, p. 39).

**Goal 2 - Skilling Up**

The college worked on curricular redesign to accelerate students through their Basic English courses (Appendix B, p. 43).

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9 Scorecard success outcomes are defined as the success in completing a certificate, degree, transfer or transfer-ready status.
A few obstacles emerged due to major changes in course names and units. Students, as well as Admissions, Placement, Scheduling, and Counseling faculty and staff, had difficulty navigating all the changes. Numerous cross-department meetings with Student Services and the Basic Skills faculty clarified the basic skills course changes, and new flowcharts helped to place students based on their individual remediation needs (Appendix B, p. 44-46).

**Goal 3 - Transfer and Completion**

*CTE Pathways:* This foundation was laid to ladder skills and competencies into educational pathways—Job Skills Certificates (JSC), Certificates of Achievement (COA) and associate degrees. The result of this foundational work can be seen in the response to question 4.

*Rural Initiatives:* As part of BC’s equity agenda, the college focused on six rural communities—Delano, Wasco, McFarland, Shafter, Arvin, and Lamont—that surround the campus.

*Associate Degrees for Transfer (ADT):* BC implemented a systematic approach to develop degrees, including curriculum clinics and one-on-one support. An unexpected challenge was the 60-unit limit for the degrees and the general education course requirements that support transfer degrees. High-unit degrees like Business Administration, Computer Science, and Early Childhood Education would not have been possible without reduction of units in required courses within the discipline and in general education courses. Faculty faced the challenge of reducing units, maintaining course rigor, and aligning course content with the state required C-ID course curriculum.

*Baccalaureate of Applied Science:* The president of the college, CTE area faculty, and the Academic Senate initiated discussions on the potential of offering an Applied Baccalaureate degree if SB 850 became law. This effort resulted in BC submitting a proposal in December 2014 to be selected as one of the 15 pilot colleges to offer an Applied Baccalaureate, specifically a BAS in Industrial Automation.

**Goal 4 - Equity**

BC hosted an Equity Summit with 79 attendees and 16 registered live-stream participants. The fall Opening Session included a continuation of this initial summit called “Poverty 101.” These discussions set the groundwork for the detailed Equity Plan developed in 2014.

**Goal 5 - Engaged and Distributed Leadership**

BC’s new president brought urgency to the work related to student success with a laser focus on outcomes. BC developed a public Institutional Scorecard\(^\text{10}\) that posted not only the data, but also the college response to the data and collaboratively developed targets for key metrics. In addition, the president created a group of faculty and staff with interest in data (data coaches) who were trained in accessing data and available to discuss data and analyze critical needs from the Community College Survey of Student Engagement (CCSSE), as well as enrollment data, equity, and disproportionate impact. The president also launched college-wide summits (Learn@BC!) that hosted well-known national educational experts. This sense of urgency coupled with focused campus dialog has empowered faculty and staff, rekindled passions, and mobilized the campus community for action.

\(^{10}\) BC Institutional Scorecard [https://www.bakersfieldcollege.edu/scorecard](https://www.bakersfieldcollege.edu/scorecard)