2011-14

EDUCATIONAL MASTER PLAN

BakersfieldCollege.edu

Bakersfield COLLEGE

Table of Contents

A Message from Bakersfield College President Dr. Robert Jensen

The community college, such as Bakersfield College, is a direct reflection of the community it serves. Designed to serve residents of the local community who are seeking an education in fields that lead directly to employment or transfer to a four-year college or university, Bakersfield College's main goal is to provide higher education that directly addresses the needs of the community. This relationship extends to the local employers and businesses, of which representatives provide guidance and information to advisory groups guiding the current and future educational offerings provided by the college.

The document you are reading coordinates all the processes by which Bakersfield College plans for and evaluates educational offerings provided to students. The Bakersfield College 2011-2014 Educational Master Plan guides the academic process of Bakersfield College as the college moves forward into the next 100 years of providing quality higher education to the students of the greater Bakersfield area. The 2011-2014 Educational Master Plan is part of an integrated planning process which brings together future goals for higher education and provides the basis for planning future efforts to move toward those goals.

The Bakersfield College 2011-2014 Educational Master Plan was developed through a college-wide collaborative process which engaged campus constituents and community members in discussions about the college's future and planning in relation to student needs and expectations. This plan is a testimony to the resiliency and optimism of faculty, classified staff, and administration of Bakersfield College, and of the Kern Community College District Board of Trustees. This plan reaffirms and renews the social contract of the college with its various constituencies and stakeholders. Bakersfield College continues to improve as a community-based institution of higher education dedicated to both expanding individual opportunity and to addressing the serious educational needs and social and economic challenges of its service area in the Southern San Joaquin Valley, the state of California, and the nation.

This is a difficult time for everyone in public higher education in California. However, with the combined skills and experience of the Bakersfield College team, along with a dedication and commitment to serve students' interests in the best possible way, this plan will set the stage for another 100 years of higher education at Bakersfield College.

Sincerely,

Dr. Robert Jensen
President

The Context for the 2011-2014 Educational Master Plan

To set the context, Bakersfield College's 2011-2014 Educational Master Plan begins with a description of the college's history, current-day perspective, and philosophical premise. Following the context are the mission, vision, and values statements as well as college strategic goals from the Bakersfield College Strategic Plan. Bakersfield College's Strategic Plan not only aligns with the Kern Community College District Strategic Plan, but also the Actionable Improvement Items identified during the 2011-2012 accreditation self-study process and described in the Self Evaluation Report for Educational Quality and Institutional Effectiveness.

Next, environmental scans which included analyses of external factors which could affect Bakersfield College in the future as well as internal factors about students, employees, programs, and services. Institutional effectiveness information consists of five-year trend data for seven core indicators of institutional effectiveness and program reviews for instructional, student, and administrative services. Internal information concludes with a summary of key planning assumptions and strategic priorities for the future. Future considerations include an analysis of labor markets; new programs and curricular opportunities with review of current and older programs; projections for future growth; and determination of space needs. This Plan serves multiple purposes:

- To produce a document that will enable Bakersfield College to focus all college planning, decision-making, and resource allocation toward improving student learning
- To identify the internal and external environmental factors that must be factored into all planning and decision-making
- To establish priorities for developing the college budget
- To provide ongoing assessment and accountability measures that will guide future decisions affecting student learning programs and services
- To provide recommendations, which will assist Bakersfield College in scheduling facility projects, to meet the changing instructional and student services program needs.

In summary, this Educational Master Plan represents the collective efforts of the faculty, classified staff, and administrators of Bakersfield College. The implementation of this plan builds on the vision of quality learning and service voiced in our mission statement. Furthermore, it champions accountability and stewardship that will assure our responsiveness to the community and students we serve.

Overview of the College

History and Background

Bakersfield College, founded in 1913, is the oldest continually operating community college in California. It is located 100 miles north of Los Angeles in the Southern San Joaquin Valley of Central California. The Bakersfield College service area is approximately 143 miles wide from east to west and is larger than the states of Connecticut, Rhode Island, and Delaware, combined.

Bakersfield College is the largest of the three colleges in the Kern Community College District. The Kern Community College District encompasses a territory of approximately 24,800 square miles in parts of Kern, Tulare, Inyo, Mono, and San Bernardino counties and is, geographically, the largest community college district in California.

The first full year of operation on the 153-acre Panorama Campus in northeast Bakersfield was in 1956. Currently, Bakersfield College's Panorama Campus contains 19 major buildings, a large stadium home to the only college football team in the area, as well as green belts and ample parking lots. In addition to the Panorama Campus, Bakersfield College operates educational centers in downtown Bakersfield and in Delano, about 35 miles north of Bakersfield.

The Delano Campus serves the predominately Hispanic rural city of Delano, 35 miles to the north of Bakersfield. The Delano Campus serves students from the cities of Delano, McFarland, Earlimart, and Pixley. With a population of 53,000, Delano is one of several smaller communities that remain relatively isolated in northern Kern County and southern Tulare County without any feasible regionalized public transportation system. The seasonally-adjusted unemployment rate in the Delano area ranges from 28 percent to 33 percent, well above the national average.

The Bakersfield College Delano Campus consists of nine classrooms; two computer labs; one computer-aided design lab; two interactive television classrooms; two science labs; a joint-use 670 seat-lecture hall; two joint-use 3,500 square foot exercise rooms; and a licensed daycare facility. The intention of the joint use operation is to encourage college attendance by local high school students via concurrent and regular enrollment after graduation from high school. The Delano Campus serves approximately 1,800 students per semester, comprised mostly of minorities, and student headcount grew from 733 students in fall 1998 to more than 3,000 students in the 2010-2011academic year. This growth in enrollment, driven by rapid demographic expansion in northern Kern County and inadequate career opportunities in the traditional agribusiness sector, has necessitated expanded course offerings at the Delano Campus. Campus expansion is in the planning stages and includes plans for additional buildings which will require state and local funding.

Due to Bakersfield College's large geographic service area, the College rents or leases educational space in outlying communities to provide convenient instructional facilities to students living in the areas. As of the 2011-2012 academic year, Bakersfield College offers classes in Arvin, 23 miles south, at Stockdale High School in southwest Bakersfield, at Bakersfield College Weill Center in downtown Bakersfield, and at the Olive Drive Training Center in northwest Bakersfield. Distance education classes include online, interactive, and hybrid courses.

To better meet the needs of its students and stakeholders, and to relieve long-term pressure on the Bakersfield College Panorama Campus, the College is planning for additional dedicated educational centers in high growth areas such as northwest and south Bakersfield. During the 2009-2010 academic year the College purchased a 225-acre parcel in northwest Bakersfield and began the planning for a future campus center. An additional 126 acres has been acquired, with 66 of the acres donated, south of Bakersfield. Planning for both campuses has not begun.

One of the distinguishing features of Bakersfield College is its rich history, accompanied by strong community roots. Generations of families have made Bakersfield College their preferred

higher education choice. In response to the changing demographics of the surrounding community, the College reflects the vibrant cultural diversity that is increasing throughout California. While Bakersfield College has a long and rich history of excellence in serving a large and diverse student body, continuing to meet the educational needs of our rapidly increasing minority community presents a significant challenge in the face of declining state resources and rapidly increasing fixed costs.

Bakersfield College's student body is increasingly low-income, first-generation college-going, minority, and academically under-prepared. In response to this challenge, faculty, staff, administration, and students have cooperated to leverage alternative sources of funding, such as Hispanic Serving Institution Program grants, to support innovative educational programming and integrated student learning support services. Using alternative funding and strategic community partnerships, the College seeks to more fully integrate student services and instruction, support faculty innovation and experimentation such as learning communities, create more seamless career and transfer pathways for students, improve and document student academic achievement, and nurture faculty and staff sensitivity to ethnic diversity and diverse learning styles.

College Philosophy

For today's student, learning is more than simply acquiring knowledge. While learning certainly involves mastery of subject matter, it also requires the application of that knowledge, the discovery and utilization of resources, and the solving of problems. Such learning may occur anywhere in the college environment and is not restricted to interactions between students and instructors in a classroom. Instead, the entire campus works together to support student growth and development for lifelong learning.

In fact, the social and economic development of multicultural California depends on effective student learning. Consequently, Bakersfield College bases educational goals on providing, monitoring, and improving student learning through appropriate assessment measures. Outcomes assessment monitors what and how well students learn, as well as measures the effectiveness of the institution in providing effective learning opportunities.

These opportunities must include the dissemination and understanding of learning objectives and student support strategies, as well as the consistent application of high academic standards. Overall, such an on-going student outcomes assessment process works to improve institutional effectiveness. This process uses multiple measures of valid, reliable, and relevant assessment procedures, both quantitative and qualitative, to monitor and improve courses, services, and programs. The data collected over time will provide information for curriculum reform, broad based planning, resource allocation, organizational leadership, institutional governance, and staff and student development. Use of this information improves instruction, student, and community services as well as certifies academic excellence for the college clientele and constituencies.

In addition to meeting state and accreditation requirements, this ongoing assessment process will provide the campus the following opportunities:

- campus-wide collegiality
- recruitment and outreach strategies
- links to community learning and economic development
- ongoing staff development projects
- learning communities and interdisciplinary collaboration

Individual personnel evaluation is addressed in the Kern Community College District Board Policy and Procedures Manual and CCA Contract and is separate from this student outcomes assessment process.

Values, Vision, Mission, and Goals

Values

- Assisting students to achieve informed educational goals
- Meeting the highest standards of performance in everything we do
- Recruiting and retaining the best and brightest employees
- Promoting a climate of trust by sharing ideas and information
- Fostering a learning environment that respects and supports the diversity of people, ideas, learning styles and instructional methodologies
- Honoring the traditions and community involvement of Bakersfield College
- Relying on data-informed decision-making.

Vision

The diverse community we serve trusts Bakersfield College with its most precious resource-people. Our high standards of education and service earn that trust. Our values are evident in all that we do.

Mission

Bakersfield College is committed to providing excellent learning opportunities in basic skills, Career/Technical Education, and transfer courses for our community so that our students can thrive in a rapidly changing world.

Goals

Goal One: Student Success

Become an exemplary model of student success by developing and implementing best practice.

Goal Two: Communication

Enhance collaboration, consultation, and communication within the college and with external constituents.

Goal Three: Facilities/ Infrastructure

Improve maintenance of college facilities and infrastructure.

Goal Four: Oversight & Accountability

Improve oversight, accountability, sustainability and transparency in all college processes.

Goal Five: Integration

Implement and evaluate existing major planning processes.

Environmental Scans/Considerations

External Scan

College in Context to Its Environment

Bakersfield College consists of its main campus on Panorama Drive, the Delano Educational Center and the Weill/Stockdale Center. The Weill Institute is collocated in downtown Bakersfield with the District Offices. The instructional program at Stockdale is an evening operation located at a high school property in the general northwest vicinity of the District service area that is being considered for a future center property development. Kern County is located in the southern portion of the Central Valley to the west of the Sierra Nevada Mountain range, and to the north of the Tehachapi Mountain range. Almost half of the land in the County is rugged mountain and high desert terrain. The San Francisco Bay Area is approximately 200 miles to the north, while the Los Angeles area is 150 miles to the south. The County is known for its food and fiber, aerospace, and oil and gas industries. Kern County is composed of roughly 8,100 square miles of land but the area sparsely populated with only 103.3 people per square mile (in 2010).

Economic Conditions[1]

As part of the external scan process, the economic climates at the national, state and regional levels were researched and reviewed. While the economic conditions at these levels may appear to be removed from the day-to-day operations of the College, they will have a significant impact on the direction that the College takes in the future. The sections that follow outline the findings from this review.

National

Based on the most current information from the Kyser Center for Economic Research (Los Angeles, California), the national recession has hit bottom and the economy is beginning to rebound. Gross Domestic Product (GDP), the best measure of economic output, has regained the territory lost during the recession of 2007 to 2009.

The U.S. economic recovery, however, has been very unbalanced and unstable. Generally, it has been led by three factors: 1) Federal government spending (including the Bush Administration's Troubled Assets Relief Program, or TARP) and the Obama Administration's American Recovery and Reinvestment Program, or ARRA); 2) growth in exports; and 3) consumer spending. While consumer spending only registered a 1% gain over the past three years, the base for consumer spending is so large that even a slight upturn or a downturn can have an enormous impact on the economy.

Economic forecasts indicate that the U.S. economy is recovering. However, it continues to be dragged down by a slow moving real estate market with massive numbers of foreclosures pending, decreased business investment spending, declining revenues and reduced spending by state and local governments. Employment, which fell precipitously in 2008 and 2009, saw an increase of 1.1 million jobs for 2010. While this is encouraging, it needs to be put in perspective. A total of 8.4 million jobs were lost from 2007 to 2009. This translates to a jobs deficit of 7.3 million at the end of

[1] Sources for the determination of economic conditions included: Federal Level: Bureau of Economic Analysis, Bureau of Labor Statistics, Congressional Budget Office, Federal Reserve Bank, Office of Management and Budget, U.S. Census Bureau. State Level: California Board of Equalization, Department of Finance, Employment Development Department (Labor Market Information), and California Association of Realtors. Regional Level: Kern Council on Government, Kern County Government, and Tulare County Government. Private Level: The Kyser Center for Economic Research, Kern County Economic Development Corporation, Tulare County Economic Development Corporation, ESRI Data Systems, EMSI Data Systems.

2010. Viewed in this light, it will take labor markets several years to get back to pre-2007 employment levels.

Following are some the key indicators for the national economy in moving into 2011/2012 and beyond:

- GDP: After increasing by 2.9% in 2010, GDP is projected to grow by 3.1% in 2011 and by 3.4% in 2012.

- Consumer Spending: Overall, consumer spending (inflation adjusted) is forecast to grow by 3.1% in 2011 and by 3.0% in 2012. Consumer spending is the largest sector of the U.S. economy and holds the key to the future economic outlook. Not surprisingly, this sector is informed by consumer confidence.

- Labor Market Conditions: Unemployment for the fourth quarter of 2010 was at 9.4%. It is projected to hover around 9.0% (adjusted) by the end of 2011. Employment gains have been recorded in the sectors of Education and Healthcare, Business and Professional Services, Tourism, Manufacturing and Retail Trade. The nation's unemployment rate likely will continue to be unacceptably high through 2012.

- Household Financial Assets: Grew by 4.3% by the end of 2010. However, the value of household real estate assets decreased by -2.1% (reflecting foreclosures and lower prices).

- Housing Starts: The number of housing starts was 587,600 in 2010. They are projected to be 650,000 in 2011 and 940,000 by 2012. In 2005, at the height of the real estate boom, housing starts across the nation totaled 2,076,000.

- Corporate Conditions: Adjusted total pre-tax corporate profits across the nation were up by 26% for 2010. This upward trend is projected to continue in 2011 and 2012.

- Government Spending: The forecast for 2011 and 2012 is for continued growth in federal government purchases, although at substantially lower rates from the "stimulus era" of the past three years. Spending is projected to grow particularly in workforce training and education, unemployment compensation and healthcare programs. The purchase of goods and services by state and local governments will be flat to declining.

- Foreign Trade: U.S. exports are projected to increase (inflation adjusted) by 6.2% in 2011 and by 5.1% in 2012. Purchases of foreign made goods and services are forecast to increase by 4.0% in 2011 and by 6.5% in 2012.

- Inflation: Measured by the Consumer Price Index (CPI), annual consumer inflation decelerated from 2.8% in 2007 to 1.4% in 2010. The price for oil (forecast at $90 to $105 per barrel) and natural gas ($4.75/thousand cubic feet) are projected to escalate through 2012. As a result, food prices and the cost for transported goods are also projected to increase through 2012. Overall, the CPI is projected to increase by an average of 2.5% in 2011 and 2012.

- Monetary Policy and Interest Rates: Actions taken in the last three years by the Federal Reserve (Fed) will ensure that short-term inflation is kept in check through 2011. The Fed will endeavor to return interest rates to more normal levels. At the same time, market jitters are causing havoc for long-term interest rates. The current projections are for 10-year Treasury Notes to reach 3.5% by 2011 and increase to 4.0% by 2012. The 30-year fixed-rate mortgage is projected to remain below 5.0% through 2011 and increase to 5.5% by the end of 2012.

- Fiscal Policy: The Congressional Budget Office (CBO) forecast that the effects of the American Recovery and Reinvestment Act (ARRA) are expected to fade away over the next two years. The CBO is projecting a $1.5 trillion deficit for FY 2011. This will equal 9.8% of the GDP. It is almost as high as in 2009, when the deficit was 10% of the GDP – the highest in nearly 65 years.

- Global Markets: Failing global capital markets cannot be overlooked in terms of impact to the U.S. economy. The threat of economic failure from countries such as Greece and Ireland (rescued by the IMF and the European Union) as well as the dubious financial positions of Italy and Spain underscore the reality that whatever happens globally, affects the United States.

Summary: The baseline forecast calls for the U.S. economy to continue on its recovery path through 2012. The recovery will be moderate, however. A number of uncertainties could cause the economy to accelerate or contract through 2012 and beyond. Chief among these uncertainties are the following:

- Market Fragility: The financial market system carries considerable risks, particularly in global capital markets. The weakening of the financial position of state and local governments is another concern. Any of these risks could trigger problems in the global capital markets, and consequently affect the large U.S. banks and trickle into the domestic economy.

- Credit Crunch: The banking industry is still reluctant to provide the credit needed to expand business and support economic growth. The economy cannot move forward without credit to finance business and household spending for big-ticket items. The large commercial banks are on the mend. However, many small community banks are in weaker positions due to the high number of ailing (local) commercial real estate ventures that are currently on the books.

- Housing: There is no definitive timeline on when lenders will work through their toxic real estate loans or when home prices will stop the free fall.

- Price of Oil and Gasoline: Sustained increases in oil and gas prices have the potential to drag the recovery in the opposite direction. Gasoline prices have risen in 2011 and are projected to increase again in 2012.

Following are the Key Economic Indicators for the U.S. Economy:

U.S. Economic Indicators

(Annual % change except where noted)	2005	2006	2007	2008	2009	2010	2011f	2012f
Real GDP	3.1	2.7	1.9	0.0	-2.6	2.9	3.1	3.4
Nonfarm Employment	1.7	1.8	1.1	-0.6	-4.3	-0.5	1.1	1.8
Unemployment Rate (%)	5.1	4.6	4.6	5.8	9.3	9.7	9.0	8.5
Consumer Price Index	3.4	3.2	2.8	3.8	-0.3	1.6	2.5	2.5
Federal Budget Balance (FY, $billions)	-$319	-$248	-$162	-$455	-$1,415	-$1,294	-$1,500	-$1,100

Sources: Bureau of Economic Analysis, Bureau of Labor Statistics, Office of Management and Budget, Keyser Center for Economic Research, Los Angeles Economic Development Commission

U.S. Interest Rates

(4th quarter averages, %)	2005	2006	2007	2008	2009	2010	2011f	2012f
Fed Funds Rate	3.2	5.0	5.0	1.9	0.16	0.18	0.25	2.5
Bank Prime Rate	6.2	8.0	8.1	5.1	3.3	3.3	3.3	5.5
10-Yr Treasury Note	4.3	4.8	4.6	3.7	3.3	3.2	3.5	4.0
30-Year Fixed Mortgage	5.9	6.4	6.3	6.0	5.0	4.7	4.9	5.5

Sources: Federal Reserve Bank, Keyser Center for Economic Research, Los Angeles Economic Development Commission

Implications for Bakersfield College (including the Delano Campus and Weill Center):

- While the national economy is improving, it will be a very slow process. Regaining the ground that was lost will take several years.
- Because there is an imbalance among the key economic indicators, some growing, some lagging, the recovery will be in fits and starts.
- Expect high unemployment rates to continue, as business and industry, although growing, are reluctant to commit to expand or either rehiring laid-off personnel and/or new hiring.
- U.S. jobs that will see growth will be in the sectors of Education and Healthcare, Business and Professional Services, Tourism, Manufacturing, and Retail Trade.
- Real estate assets will continue to be depressed until the number of foreclosures is decreased.
- Federal spending will focus on workforce training and education, unemployment and healthcare programs.
- Higher costs for energy can be expected, with projected cost increases for oil and natural gas. Higher prices at the pumps will likely impact the education choice for students who travel a great distance or do not have access to public transportation.
- The looming $1.5 trillion federal budget deficit will affect consumer confidence, including those of taking-on additional tax burdens.

- Reduced funding support from the federal government will impact the state and local governments. They will be burdened with matching revenues to expenses.

- Households of the service area will be impacted by the national credit crunch. Loans for business and big-ticket domestic purchases will be more difficult to secure.

California

The performance of the California economy was mixed in 2010 – some sectors grew, some remained flat and some weakened. Retail sales have finally showed signs of recovery. The tourism industry also rebounded to help improve the state's gross financial output from the previous year. At the same time, property values continued to fall and even though state and local revenues were up from 2009, failure to get a handle on government spending and a lack of new job growth limited the state to only a 0.5% gain in year-over GDP growth. GDP growth was 1.5% in 2009 and 2.0% in 2010.

One of the greatest concerns for continued progress in California's recovery is the condition of the State budget. While tax revenues increased during the first six months of 2011, general fund expenditures also increased. By the end of 2011, the State Department of Finance projects an $8.2 billion dollar deficit. Looking ahead to 2012, the Governor is projecting a budget shortfall of $17.2 billion. Over the two years, this translates to $25.4 billion dollars of red ink. Whatever solutions are determined, i.e. reductions in government employment and spending or the addition of new taxes, the impact will be the same - a slow California recovery.

The potable water supply is another serious concern for the state. Even with the heavy rains in December of 2010, water in California continues to be in short supply. Environmental rulings regarding water have the potential to place one of California's greatest economic generators, i.e. agriculture, in jeopardy. It will also have an impact on municipalities and domestic users. It will create an atmosphere of uncertainty and speculation.

The third concern is the labor market. It did not improve much from 2009 to 2010. Nonfarm employment fell by -1.5% during 2010. This translated to a loss of 212,600 jobs. Equally distressing was the state's unemployment rate, which averaged 12.4%. For 2011, nonfarm employment is projected to gain only 0.8% while unemployment is forecast to average 12.1%. The forecast for 2012 reflects improvement, but it will not be robust by any means. Nonfarm job growth is projected to rise by 1.8%; unemployment is forecast at 11.5%.

These factors will combine to keep the California recovery moderate in 2012 and 2013.

Pluses and minuses, relative to the California economy since 2009 are captured in the following overview:

Pluses

- Retail and Automobile Sales: Spending in retail and auto markets by consumers has improved. Retail sales rose by 6.6% in 2010 and are expected to maintain growth in 2011 and 2012. Automobile sales also have been strong.

- Agriculture: Gross farm receipts rebounded in 2010 by 5.9% after falling by -9.6% in 2009. Assuming normal weather patterns and stable fuel and feed costs, agriculture revenues are projected to post a moderate year-over increase for 2012.

- Technology (Including Aerospace): The components of California's Technology sector have been somewhat mixed. Business demand for technology products rose in 2010 and is

forecast to continue through 2011 and 2012. Sales of consumer technology were very strong, particularly for computers, e-readers, electronic notepads, MP3 players, and smart phones. California's high tech manufacturers of semi-conductors have benefited as a result. In the defense sector, a number of government-sponsored projects are underway within the state. However key defense cutbacks beginning in 2012 could impact this sector of the economy.

- Tourism: Hotels in California posted increases in revenues of 7.4% in 2010, taking back some of their losses from 2009. Through 2011 and 2012, hotel revenues are projected to record moderate gains.

- Exports/Imports: The State's ports were busy in 2010. Growth through 2012 is expected to be solid. Exports through the first 11 months of 2011, via the state's custom districts, increased by 23.5% while imports grew by 21.9%.

- Entertainment: This sector posted a solid gain in 2010 via a strong consumer demand.

- Private Education: Driven by the need for training, re-training, and changing technology, there has been a strong (renewed) consumer interest in education. Private education has been the beneficiary of this demand. While postsecondary public institutions have recognized the demand, they have not been able to capitalize on it due to State mandated budget cuts.

- Healthcare: Driven by the baby boomer generation, healthcare and the health-related industry are projected to remain strong for 2012 and into the future.

- Population Growth: The state's population as of July 2010 was 38.7 million. It is projected to reach 39.5 million by mid-2012. The sheer volume of people within the state creates an economic engine and GDP that is second only to eight other countries in the world.

<u>Minuses</u>

- Housing/Housing Related Activities: Even though new housing starts increased from 2009 to 2010, the increase was marginal. The increase was primarily due to federal tax credit incentives. These have gone away. As a result, the construction of new homes continues to be in a near depression state. The recovery of the housing market is very uncertain. The next round of foreclosures is fueling the uncertainty. In 2009, only 36,421 housing permits were issued. For 2010, there were 44,601 new housing starts. For 2011, the number of single-family residential units is projected to grow by 9.0%. However, these numbers are a fraction of the 2004 peak, when new housing starts registered 212,960. These numbers underscore the condition of the current housing market. With regard to public works projects, 2010 and 2011 will show increases. These increases, however, will be short-lived, as the federal stimulus program winds down in 2012. New public works projects at the state and local governments will be limited in 2012 and 2013 due to lack of funds.

- Environmental Regulations: AB 32 (greenhouse gas legislation) will present business/industry and the consumer with many new regulations. It is projected to have a dampening impact on the business climate. California residents and businesses will likely face higher energy costs in the future.

Summary: Recessionary employment losses are diminishing. Still, there is a considerable gap between pre 2007 and the current employment/unemployment conditions. As firms gain confidence that the recovery is for real, an upturn in employment will be experienced.

The largest gains for 2011 are projected to occur in Leisure and Hospitality (30,900 jobs), Administrative and Support Services (19,200 jobs), Professional, Scientific, and Technical Services (15,300 jobs), Transportation and Utilities (14,900 jobs), Wholesale Trade (12,800 jobs) and Health Services (11,000 jobs). Only two industry sectors are projected to lose employees in 2011, Management of Enterprises (-300 jobs) and Government (-35,000 jobs).

The short-term outlook for the California economy is better, but only marginally better. The economy is at least headed in the right direction, although there is still long ways to go to get back to pre-recessionary levels. State government will need to address its deficit spending issues and the housing market will need to improve before the economy can move beyond marginal, incremental progress.

Implications for Bakersfield College (including the Delano Campus and Weill Center):

- While the state economy is improving, it is improving slowly.
- California's unemployment rate will remain high (11.5%) through 2012.
- The projected State budget deficits through 2012 will likely trigger more belt tightening for state postsecondary institutions and for state sponsored capital construction projects.
- Jobs within the State that will experience the greatest growth will be in Leisure and Hospitality, Administrative and Support Services, Professional, Scientific, and Technical Services, Transportation and Utilities, Wholesale Trade, and Health Services.
- Housing starts will remain at low levels through 2012; the annual growth rate of the population will slow considerably.
- Energy costs, for gasoline and natural gas will rise. The impacts of AB 32 (California Greening) will also create a burden on State residents. Distance education may play a larger role in the postsecondary education market.
- Because of budget cutbacks, the College will not be able to meet the demands of all students seeking a postsecondary education. The greatest opportunities for growth will be in not- for-credit and contract education, i.e. areas that are not dependent on traditional public funding.

Tables that display multiple year trends in California economic indicators and nonfarm employment are found in the appendices of this report.

<u>Kern County Economy</u>:

The economy of Kern County is extensive and diverse. While traditionally the economy has been focused on agriculture and oil, its position at the end of the Great Joaquin Valley has made it a gateway to Southern California and a hub for trade and commerce. Kern County is also blessed with a myriad of different types of topography and microclimates, including the valley floor for agriculture, the oil producing terrain in the western part of the county, the Sierra Nevada Mountains, and the desert. In addition to its emergence as a trade and commerce hub, the economy

is also supported by the tourism and hospitality industry sectors. Kern County is also home to two military installations – the Naval Weapons Air Warfare Center at China Lake and Edwards Air Force Base. Both are located in eastern Kern County.

This economic diversity and vibrancy is underscored by some distinctive characteristics. Kern County has been only one of seven large labor markets nationally to gain manufacturing jobs over the past year. It is also has the distinction of being in the top seven counties in the nation projected to return to pre-recession employment levels in the shortest amount of time, ranks 25th in the nation in terms of "fastest growing counties", and has been ranked among the top 50 counties within the nation for launching a new business. Within the state, it has had the fewest job losses among large labor markets and has ranked among the top three in the state for personal income growth. Much of this has been supported by the city of Bakersfield (335,000+).

Kern County's economic outlook for the future is bright. Its current business and industry recruitment program targets six major industry clusters that play into the county's strengths:

- Aerospace and Defense: Eastern Kern County supports some of the nation's most innovative and specialized technologies in the world. Aerospace and defense employers account for almost 20,000 full-time, high paying jobs in Kern County. This is four times the national average. The Naval Air Warfare Weapons Division and Edwards Air Force Base are located in this region of the County.

- Agriculture: Along with oil, agriculture and agriculture-related business form the foundations for the County's economy. Agriculture accounts for the most jobs produced from any single industry sector. It is a vital component of the economy. Kern County consistently ranks in the top five counties in the nation in terms of crop value produced.

- Business and Professional Services: Because of its proximity to both Southern California and the areas to the north, several notable companies have selected Bakersfield as their choice for new development and/or relocation. This has had a domino effect on the expansion of professional and business services, including those of engineering, law, and accounting.

- Energy and Chemicals: The petroleum industry has played a major role in the development of Kern County. Over the past several years, the county has attracted investments in renewable energy sources. Its Tehachapi Mountain Farm is the largest single wind energy source in the state.

- Healthcare/Medical Technology: This industry cluster accounts for approximately 23,000 jobs in Kern County. A county population that is over 830,000 fuels these sectors.

- Manufacturing, Transportation, Logistics and Warehousing: Agriculture related industries, such as food processors, as well as many industry leaders have selected Kern County for their West Coast hubs. These include Target, Dreyer's (Ice Cream), Sears, Formica, and IKEA.

Overall, employment in Kern County is well balanced. It is led by the sectors of Government, Farm, Wholesale and Retail Trade, Professional Services, and Healthcare. Leisure Services is also a significant employer. Employment in all industries is projected to grow annually in Kern County by 41,700 jobs or 1.3 percent annually between 2008 and 2018.

Kern County, Employment by Industry

	Annual Average Employment				10-Year %	Annual
Industry	**2008**	**%**	**2018**	**%**	**Change**	**Change**
Self Employed	17,200	5.60%	18,600	5.30%	8.10%	0.80%
Unpaid Family & Private Household Workers	4,500	1.50%	5,700	1.60%	26.70%	2.70%
Farm	49,600	16.00%	48,800	13.90%	-1.60%	-0.20%
Mining and Logging	10,700	3.50%	11,400	3.20%	6.50%	0.70%
Construction	16,500	5.30%	18,000	5.10%	9.10%	0.90%
Manufacturing	13,700	4.40%	15,500	4.40%	13.10%	1.30%
Trade, Transportation & Utilities	44,700	14.50%	51,200	14.60%	14.50%	1.50%
Information	3,000	1.00%	3,300	0.90%	10.00%	1.00%
Financial Activities	8,900	2.90%	9,500	2.70%	6.70%	0.70%
Business & Professional Services	25,000	8.10%	31,300	8.90%	25.20%	2.50%
Education & Health Services	25,500	8.20%	35,800	10.20%	40.40%	4.00%
Leisure & Hospitality	21,500	7.00%	25,900	7.40%	20.50%	2.00%
Other Services	7,000	2.30%	7,400	2.10%	5.70%	0.60%
Government	61,500	19.90%	68,600	19.50%	11.50%	1.20%
Total	**309,300**		**351,000**		**13.50%**	**1.30%**

Source: Labor Market Information, Kern County Projections by Industry 2008-2018. Prepared August 25, 2010; analysis by Cambridge West Partnership, LLC

Following is a representative list of the county's major industry clusters. Retail Trade and Agriculture were not included.

Industry Types and Diversification Within Kern County

AeroSpace & Defense	Agricultural Related Industries (Representative Listing)	Energy Industries
ASB Avionics	ASV Wines	Aera Energy
BAE Systems	Bidart Brothers	Big West Refinery
Fiberset	Cal-Organic, LLC	Cerro Coso CC Solar Fields
Flight Research, Inc.	Central Valley Almond Association	Clean Energy Systems Power Plant
Flight Test Associates	CERTIS USA	SemiTropicWater District Solar Field
Icon Aircraft	Crystal Geyser	GE Energy Tehachape Wind Farms
Master Space	Dreyer's Grand Ice Cream	Kramer Junction Solar Field
Mojave Air & Space Port	Frito-Lay, Inc.	Lehr Brothers Solar Field
National Test Pilot School	Golden Empire Nut	Oak Creek Energy
Orbital Sciences Corp.	Langer's Juice	Occidental of Elk Hills
Rocket Propulsion Engineering Corp.	Paramount Farms	Paramount Farms Solar Fields
Scaled Composites	Primex Farms Pistachios	Sharpe Solar Energy Systems
Trans Lunar Research	Sara Lee Bakery Group, Inc.	
Virgin Galactic	Sun Grow, Commodities	
XCOR Aerospace	Sun Pacific	
	Thompson International, Inc.	

Healthcare Industry	Manufacturing, Transportation, Logistics and Warehousing	Corporate/Regional Headquarters
Catholic Healthcare West	Lehigh Cement	Aera Energy
Kern Medical Center	Target Distribution Center	Catholic Healthcare West
San Joaquin Community Hospital	Dreyer's Grand Ice Cream	Chevron
Kaiser Permanente	Sears	Frito Lay
Delano Regional Medical Center	Performance Food Group	Grimmway Enterprises
Ridgecrest Regional Hospital	IKEA	Kaiser Permanente
Bakersfield Health Hospital	Formica	State Farm Insurance
Comprehensive Blood & Cancer Ctr	Grimmway Farms	
HeathSouth Bakersfield Rehab. Ctr	Bolthouse Farms	
	Frito-Lay	

Source: Kern County Economic Development Corporation; analysis Cambridge West Partnership

While Kern County's economic picture looks promising for the future, it has not been immune from the great economic recession that began in 2006 and continued into 2009. Its lingering impacts are still felt. During 2010, 700 total jobs were lost in Kern County, representing an employment decline of -0.3 percent. The decline in non-farm employment was more substantial at -1.2 percent. The unemployment rate increased to 15.9 percent. Employment in the construction sector fell by 900 workers, the fourth straight year of significant decline. Housing starts were slightly higher in 2010 than in 2009, but remain extremely low. Over 700 positions were lost in state and local government. The hiring of temporary census workers at the federal level offset some of these losses. The only sectors to create employment during 2010 were farm and natural resources. Farm production rose dramatically, up over 30 percent from 2009, and recorded the most productive year on record by a wide margin. For the future, farm jobs are expected to expand modestly but will decline as a share of total wage and salary jobs in the future.

A look at the key economic indicators for Kern County discloses a current day population base in excess of 830,000. Non-farm employment, which accounts for about 80% of all the

jobs, has showed steady growth over the past eleven years, gaining 16.9% with an annual 1.54% average. Unemployment for Kern County is painfully high at present, almost double what it was in year 2000. It exceeds the state average of 12.4%.

Per capita income in Kern County has lagged behind the state average over the past eleven years, although it has grown at a steady annual average rate of 1.57%. The median household income for Kern County in 2010 was $44,458. This also showed solid growth at 2.31% annually but was below the 2010 state mark of $60,992.

Revenue generated from taxable sales averaged 4.35% on an annual basis. Overall, this represented an increase of 47.8% over the eleven-year period. Similar to the state and nation, new housing starts have severely regressed over the past three years. Beginning at 1,625 in year 2000, housing peaked at 7,691 units in 2006 only to fall back to 1,920 in year 2010, just slightly higher than the year 2000. The condition of the housing market is not anticipated to gain any real momentum until 2013. However, this projection is predicated on the great unknown of how long it will take the housing market to absorb the current glut on the market for foreclosed homes.

Kern County Summary of Key Economic Indicators

Year	Population	Nonfarm Emp	Unemployment	Per Capita Income	Median HH Income	Taxable Retail Sales (in Billions)	New Housing Starts
2000	661,645	196,900	8.2	$15,760	$35,452	$6.9	1,625
2010	830,222	230,200	15.9	$18,478	$44,458	$10.2	1,920
11 Yr +/-	25.5%	16.9%		17.2%	25.4%	47.8%	18.2%
Ann Aver	2.32%	1.54%	13.2%	1.57%	2.31%	4.35%	1.65%

Source: ESRI Data Systems; California Department of Finance; Employment Development, Labor Market Information, California State Board of Equalization

Current Comparison of Key Economic Indicators

Year 2011(f)	Population Growth Rate	Unemployment	Per Capita Income	Median HH Income
State	0.70%	12.2	$28,652	$62,657
Kern County	1.37%	15.7	$18,977	$45,901

Source: ESRI Data Systems; California Department of Finance; Employment Development, LMI
Note: Data for 2011 is forecast ahead of the actual close of the 2011 year.

Looking ahead, Kern County is expected to be one of the first counties in the State to recover from the great recession. However, it will take time to gain the ground lost over the past three years. The forecast for the future includes the following highlights:

- Non-farm job growth is expected to increase 1.5 % in 2011. Total wage and salary job growth is expected to average 2.5 % per year between 2011 and 2016.

- Average salaries adjusted for inflation are well below the California state average, and will remain so over the forecast period. Real salaries are projected to increase an average of 0.6% per year from 2011 to 2016.

- Over the next five years, total employment is expected to rise more than 13%. Professional and Business Services, Construction, Wholesale Trade, and Transportation Warehousing and Utilities are forecast to grow by over 20%. Together these sectors will create nearly 17,000 jobs, or 47% of all new jobs.

- Total taxable sales, adjusted for inflation, are expected to increase by an average of 3.9% per year between 2011and 2016.

- Industrial production is expected to increase 3.0% in 2011. From 2011 to 2016, the growth rate of industrial production is expected to average 2.6% per year. Farm production is forecast to increase by 0.4% per year between 2011 and 2016.

Summary: On the strengths of its economic diversity and strong agriculture and oil industries, Kern County is poised to emerge from the great recession faster than most other counties in California. The greater Bakersfield hub will play a key role in this recovery. Farm jobs and production will generate moderate growth relative to employment; the greatest relative growth will be non-farm employment. Unemployment overall will continue to be in the double digits until 2015. The housing market will improve but only marginally. While the recovery for Kern County will be faster than most, there is still a great deal of lost ground to regain.

Implications for Bakersfield College (including the Delano Campus and Weill Center):

- The county's rate of unemployment will remain high. This impact of high unemployment will be felt less in the Bakersfield area and more in the outlying areas. High unemployment historically has translated into greater demand for postsecondary education.

- Housing starts will increase slowly through 2012; new construction will see improvement but the housing market will remain distressed until the masses of foreclosed properties and toxic mortgages are abated. This has the capacity to stifle the county's economy, undercut consumer confidence and limit financial resources for the College.

- State budget deficits will translate to a continued reduction in funding for services within Kern County, including those of education. At the same time, there will be an even greater demand for educational services. To address this demand Bakersfield College may need to place a greater emphasis on not-for-credit and contract education classes that pay for themselves.

- Non-government jobs within the county that will experience the greatest stability and growth will be in Professional Services, Healthcare, Logistics, Agribusiness and Wholesale and Retail Trade.

- The College can expect local government (county and cities) to continue with their struggles, balancing the need for services with reduced revenues. The financial burden will result in reduction of services and capital expenditures. Some of these reductions may impact the College, particularly in the area of shared infrastructure upgrades.

Conditions for Higher Education

Several key policy decisions will influence the California Community College system in the coming years. The College is part of the national and State higher education community. As such, it has a public responsibility to make decisions in light of national goals, policies and resources. Speaking at Macomb Community College (Michigan) in July 2009, President Obama articulated the American Graduation Initiative (AGI), which has a goal of increasing the percentage of U.S. residents who earn high quality degrees and credentials from the present rate of 39 percent to a rate of 60 percent by the year 2025. The Lumina Foundation and the Bill and Melinda Gates Foundation have developed similar goals for increasing the educated population. Both philanthropic organizations are preparing to provide incentives, which are intended to stimulate students to complete degree programs successfully. While it has been announced that some new federal resources will be allocated for use by community colleges, the Congress is currently also struggling to restrain spending and to reduce debt levels. This may have an impact on the amount of money that the community colleges receive.

President Obama has pushed to increase college graduation rates across the nation. Complete College America, a non-profit organization, was formed to advance this mission. It has enlisted support from 22 state leaders to ensure greater numbers of students to acquire degrees. In its publication, *Time is the Enemy*, has focused national attention on several key observations:

- Nontraditional students are the new majority
- Part-time students rarely graduate
- Graduation rates are especially low for students who are of African American or Hispanic descent; as well as students who are older or poorer than the typical student
- Students are wasting time earning excess credits, and taking too much time to earn a degree
- Too many students need remediation, and too few succeed when they get it[2]

The Gates, Ford, Lumina, and Kellogg Foundations as well as the Carnegie Corporation of New York fund their work and the efforts of others to promote change in higher education.

[2] Complete College America. *Time Is The Enemy.* September 2011

The community colleges may be helped by federal legislation to consolidate student loan programs within the US Department of Education and increase the amount of Pell funds per grant. However, recent Congressional proposals to curtail the Pell grant awards may hurt the colleges and students. The long-term impact remains to be seen. President Obama has signed an executive order to align the monthly repayment rate of federal loans to the level of future wages earned by the student. That may ease the burden of debt for students and make the act of borrowing for a college education more feasible for prospective students.

After the Higher Education Opportunities Act was passed by Congress in 2008 a series of new federal regulations have been issued to improve program integrity where Title IV financial aid funds are involved. Regional accrediting bodies are now expected to provide *closer* scrutiny of member institutions on a range of new topics such as:

- The analysis and use of student achievement data, expressed at a variety of levels and in different ways, to improve programs and services.
- Specific attention must be given to the institution's longitudinal data on student achievement, disaggregated and analyzed in a variety of forms, to identify any concerns about stability and achievement of the institution's mission.
- Conformance of credit hours awarded to the "Carnegie Unit" standard as found in a variety of curriculum and instructional settings.
- The efficacy of methods that the institution uses to verify the identity of students enrolled in distance and correspondence education classes and steps taken to preserve the integrity of the credits and grades awarded.
- Public disclosure of educational costs and employment prospects for students in any career and technical program designed to prepare those students for gainful employment upon graduation.

In part, stimulated by prior federal government actions, regional accrediting bodies are insisting that greater attention be given to student *learning* outcomes. The expectation by the Accrediting Commission for Community and Junior Colleges (ACCJC) is that proficient assessment processes will be routinely practiced at the course, program, and degree levels by all member institutions by fall 2012.

These new areas are in addition to the traditional goals of accreditation:

1. Providing assurance to the public that the education provided by the institution meets acceptable levels of quality
2. Promoting continuous institutional improvement
3. Maintaining the high quality of higher education institutions in the region

Although subtle, the Commission has changed the term used for the initial phase of the comprehensive reaccreditation process from a self-study to a self-evaluation. The change underscores

the increased emphasis that claims made by the institution must be supported by evidence and evaluation.[3]

The President's challenge to the nation, which was aimed at increasing the numbers of college graduates, has not been ignored in California. Within California, the Public Policy Institute (PPI) has estimated that one million additional bachelor's degree holders will be needed by 2025 to meet workforce needs in California.[4] The Community College League of California (CCLC) launched a futures project, 2020 Vision for Student Success, to respond to the national graduation goal by identifying policy and practice changes that could be implemented to increase student achievement. To contribute its part toward achieving the national graduation goal, California needs to produce a total of 1,065,000 degrees or certificates per year. That translates to producing an *additional* 23,000 degrees and certificates per year, a 5.2% annual increase.[5] These aspirations are closely coupled with the need to assure the quality of the awards conferred. A recent national report notes the following:

Quality in higher education must be defined in terms of student outcomes, particularly learning outcomes…. The value of degrees and credentials- both for the individual and society as a whole- ultimately rests on the skills and knowledge they represent…. Ultimately, learning is what students' need, what degrees and credentials should represent and what higher education should provide to everyone who seeks it. (p. 1) [6]

The following State initiatives are intended to increase student success rates:

- The Board of Governor's basic skills initiative seeks to enable more students to overcome their academic deficiencies.
- The Student Success Task Force, formed under the provisions of SB1143, prepared a set of recommendations to bolster measures designed to promote student success and degree completion.
- Additional legislation, SB1440 Student Transfer Achievement Reform or STAR Act, simplified the process of transferring from a community college to a school in the California State University (CSU) system. This program provides a pathway for students to follow so that they can be admitted to a CSU with junior status.
- Enacted in Fall 2010, AB2302 directs the community college system and the CSU to find ways to clearly articulate transfer requirements and provide guaranteed admission to students who meet those requirements. It also requests that the University of California collaborate with community colleges to design transfer programs and to publicize those programs to increase the number of students who transfer from community colleges.

Perhaps the most potentially far-reaching set of recommendations for change in policy and practice are included in the report from the California Community College Chancellor's Office Student Success Task Force. The group has proposed eight areas of focus with 22 recommendations. The focus areas are:

---

[3] Accrediting Commission for Community and Junior Colleges. *Preparing for A Comprehensive Visit*. Workshop materials presented on October 21, 2011

[4] Hans Johnson and Ria Sengupta *Closing the Gap: Meeting California's Need for College Graduates* (San Francisco, CA: Public Policy Institute of California, April 2009)

[5] *2020 Vision: A Report of the Commission on the Future,* (Sacramento, CA: Community College League of California, 2010)

[6] *A Stronger Nation Through Higher Education: How and Why Americans Must Achieve a "Big Goal" for College Attainment. A Special Report,* (Indianapolis, IN: Lumina Foundation for Education, 2009)

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve the education of basic skills students
6. Revitalize and re-envision professional development programs
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations

Some of these recommendations require changes to State law and regulations. Others require new resources. The rest can be accomplished in each community college district that has the will to do so without either of these state-level changes. Two of the Task Force recommendations already have been passed into law. They include creating a common assessment/placement system and providing electronic transcripts. Assembly Bill 743, supporting the common assessment tests, has received a one-time allocation of $500,000. Those public funds will be combined with Gates and Hewlett Foundation grant funding to total $850,000 for start-up costs beginning in January 2012. Assembly Bill 1056, supporting the introduction of electronic transcripts, has also received a one-time allocation of $500,000 to help fund the cost of converting from paper to an electronic transcript system. The ongoing maintenance expenses for an electronic transcript system are anticipated to be covered by the savings generated by the use of the more efficient electronic system.

The Task Force recommendations come in the wake of a severe shortfall in resources for the State's public higher education institutions. Fiscal support to the community colleges has been sharply curtailed in recent years. As noted above, the prospects for a *quick* recovery to the state's economy and ability to support higher education are not good. The Legislature has increased the enrollment fee that students pay from $26 per unit to $36 per unit and they will likely increase it again in the near future. Governing boards for the University of California and the California State University systems have also responded to reduced State support by increasing their tuition fees. Both university systems are reducing the number of students that are accepted and redirecting many to the community colleges. The community college system is overwhelmed with enrollment. As a result, class sections, which have been reduced in number, fill quickly causing students to take more time to earn their degrees.

Although not a higher education policy, a shift in instructional strategy by the Kern Union School District may have an effect on future enrollments at the College. In 2009, the Board adopted a policy to develop a system of pathways and changed graduation requirements. Each student must select college preparatory, career education of an approved individual pathway. The policy change shifts the District from a culture of "college going for all students" to a culture of "lifelong learning." The goal is to better prepare high school graduates for entering the workplace or for beginning a college education. This initiative may present the College with opportunities for "tech-prep" agreements.

Key Demographic Considerations

Demographic attributes for the County and State are provided in the table below. It is notable that, for Kern County, the projected percentage of increase in population between the year 2000 and 2015 (34%) is more than twice that of the State. The projected change in per capita income between the year 2000 and 2015 is 7% below the State percentage.

Kern County vs. State of California Demographic Projections

Element	Kern County 2000	2010	2015	2000 to 2015 % Change	2010 to 2015 % Change
Population	661,645	830,222	888,432	34%	7%
Households	208,652	225,037	272,317	31%	21%
Average Household Size	3.03	3.11	3.12		
Median Age	30.6	31.2	31.8		
Median Household Income	$35,452	$44,458	$51,670	46%	16%
Per Capital Income	$15,760	$18,478	$20,974	33%	14%

Element	State of California 2000	2010f	2015f	2000 to 2015 % Change	2010 to 2015 % Change
Population	33,871,648	37,983,948	39,328,336	16%	4%
Households	11,502,870	12,662,806	13,063,778	14%	3%
Average Household Size	2.87	2.93	2.94		
Median Age	33.3	34.4	34.5		
Median Household Income	$47,622	$60,992	$69,315	46%	14%
Per Capital Income	$22,711	$27,845	$31,883	40%	15%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015

The rate of projected growth on several measures in Kern County exceeds that of the State and the nation.

Kern County Rates of Change

Trends	Annual 2010-2015 Growth Rates Area	State	National
Population	1.37%	0.70%	0.76%
Owner Occupied Housing Units	1.41%	0.68%	0.82%
Median Household Income	3.05%	2.59%	2.36%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015

The percentage of Kern County residents age 25 or older who are high school graduates is 9% lower that the state average. The percentage of County residents with a Bachelor's degree or higher is 15% below that of the State percentage. These data suggest there is a large audience to which the College might appeal in providing its educational services.

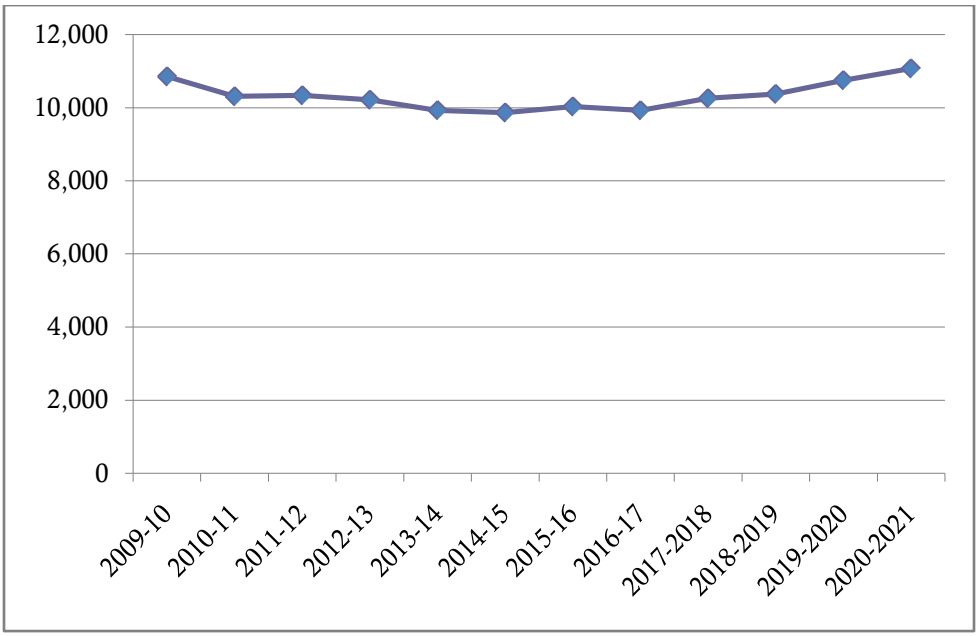
Kern County vs. State Foreign Born, Language and Education

Foreign Born, Language & Education 2005-2009	Kern County	California
Foreign born persons	19.80%	26.80%
Language other than English spoken at home, percentage 5+	39.70%	42.20%
High school graduates, percent of persons age 25+	71.40%	80.50%
Bachelor's degree or higher, pct of persons age 25+	14.60%	29.70%

Source: US Census Bureau. State & County QuickFacts

The California Department of Finance projects an annual .11% increase in number of high school graduates between 2009-10 and 2020-2021 in Kern County. As illustrated in the graphic below, a gradual increase is expected between 2016-17 and 2020-2021.

Kern County, Expected Growth in Numbers of High School Graduates



Source: State of California, Department of Finance, *California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2011 Series*. Sacramento, California, October 2011.

Implications for Bakersfield College:

- The rate of population growth will be the College's strongest point for going forward. The County is projected annually to grow at 1.37%. There will be many new residents who are not familiar with the College and should be reached with a marketing message. From 2011 to 2016 net migration will rise as, on average, 7,900 net migrants per year are projected to enter the county during this period.
- Residents have modest incomes and will have to sacrifice in order to attend college.
- The very modest increase in high school graduates suggests there will not be ever growing numbers of very young adults to accommodate at the College, but there will be a steady stream of younger students.
- The educational attainment percentages among adults 25 years or older indicates that 57% of these adults are candidates for postsecondary education.

Key Cities

A review of fall term College headcount data from 2006 to 2011 reveals that two cities dominate the unduplicated student headcounts on average for each fall term. As expected, the City of Bakersfield contributed the most. Combined, these cities account for 83% of the total fall headcounts.

Bakersfield College Common Cities of Residence

City	Headcount Fall Term Average	Running Total %	% Change 2006-2011	2006	2007	2008	2009	2010	2011
Bakersfield	13,908	76%	6.60%	12,561	13,770	14,649	14,125	14,955	13,388
Delano	1,242	83%	20.80%	1,040	1,257	1,329	1,242	1,329	1,256

Source: KCCD Research and Planning; analysis Cambridge West Partnership, LLC

A total of eight cities account for 93% of the fall term unduplicated headcounts from years 2006 to 2011. The greatest gains were from the cities of Delano and Lamont followed by Mc Farland. A significant drop in headcount (-9.2%) was reported from Shafter and -19% from all other cities.

Bakersfield College Dominant Cities of Residence

City	Fall Term Average Headcount	Running Total %	% Change 2006-2011	2006	2007	2008	2009	2010	2011
Bakersfield	13,908	76%	6.60%	12,561	13,770	14,649	14,125	14,955	13,388
Delano	1,242	83%	20.80%	1,040	1,257	1,329	1,242	1,329	1,256
Arvin	365	85%	8.50%	317	375	383	373	400	344
Wasco	354	87%	-6.40%	326	349	377	363	404	305
Tehachapi	335	89%	0.60%	314	342	345	322	369	316
Lamont	313	90%	15.80%	266	303	339	323	340	308
Shafter	290	92%	-9.20%	292	293	287	299	302	265
McFarland	261	93%	17.00%	206	288	288	256	286	241
All Others	1,192	100%	-19.10%	1,075	1,269	1,367	1,222	1,348	870
Total	**18,260**			**16,397**	**18,246**	**19,364**	**18,525**	**19,733**	**17,293**

Source: KCCD Research and Planning; analysis Cambridge West Partnership, LLC

The shifts in cities of residence might also be explained by considering the numbers of students enrolled each fall relative to the college service area in which they reside. Although the absolute numbers are small, the greatest change was the gain between 2006 and 2011 in the number students from the Bakersfield College service area itself and the greatest loss was from outside the District service area.

Bakersfield College Headcount Draw by District Service Areas

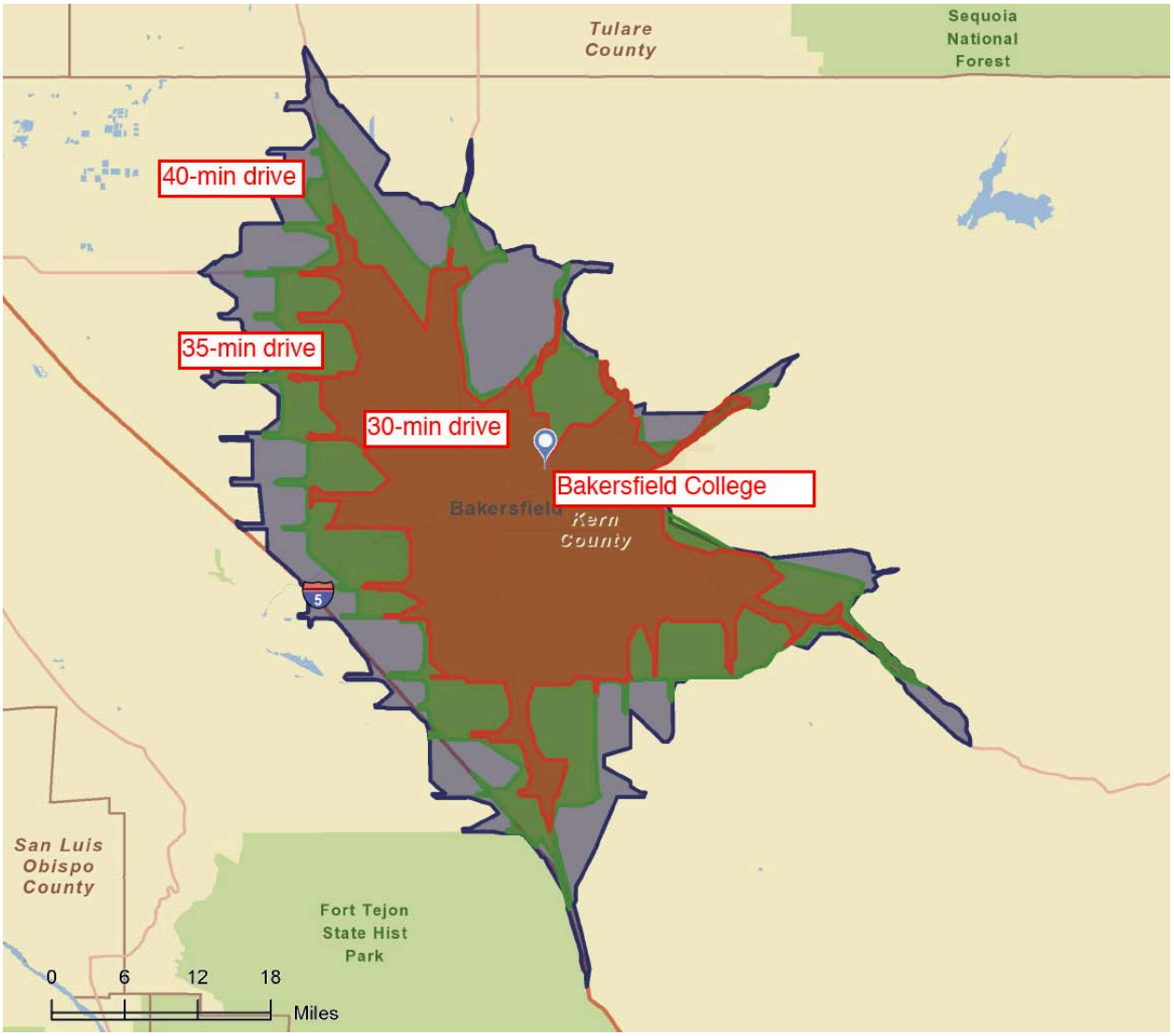
		Fall Term								
College	**Service Area**	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**		**Total**	**% Change**
	BC Service Area	15,432	17,087	18,107	17,410	18,497	16,522		103,055	7.06%
	CC Service Area	130	166	179	142	172	134		923	3.08%
	Outside Service Area	549	667	696	635	676	342		3,565	-37.70%
	PC Service Area	286	326	382	338	388	296		2,016	3.50%
BC Total		***16,397***	***18,246***	***19,364***	***18,525***	***19,733***	***17,294***		***109,559***	***5.47%***

Source: KCCD Research and Planning

Effective Service Area

Based on an analysis of residential zip codes reported by enrolled students, the majority of students live in a portion of Kern County that is defined by a driving time of 40 minutes originating from Bakersfield College (gray shaded area). This area comprises the effective service area of the College and is illustrated in the graph below.

Bakersfield College Effective Service Area



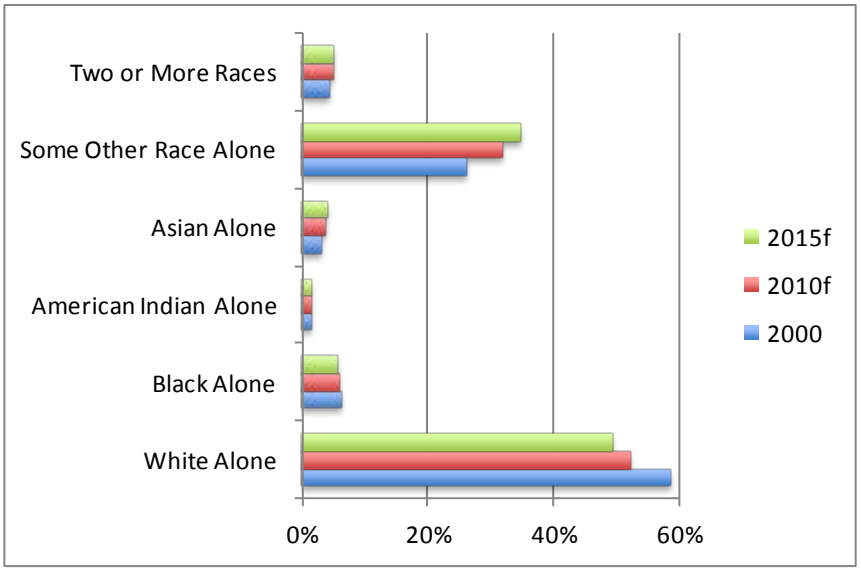
Source: Environmental Systems Research Institute (ESRI)

The population in this effective service area was 484,645 in the year 2000 and is projected to be at 668,017 by 2015. The area is expected to grow at an annual rate of 1.50% as compared to the State annual growth rate of .70%. The median age of the population in this service area was 29.1 in 2000 and likely will be 29.8 by 2015. Per capita income for the effective service area had been a very modest $15,116 in 2000, and it is expected to be only $18,054 in the year 2015. The median household income, projected at $51,893 by 2015, is expected to grow between 2010 and 2015 at an annual rate of 3.07% as compared to the California rate of 2.59% and the national rate of 2.36%.

Expected changes in the race/ethnicity mix in this effective service area are illustrated in the graphic below. The White Alone group is forecast to drop from being 59 percent of the area population in 2000 to becoming 49 percent of the area population in 2015. The residents who

indicated they were Some Other Race alone are forecast to increase from being 26 percent of the area population in 2000 to becoming 35 percent of the area population in 2015.

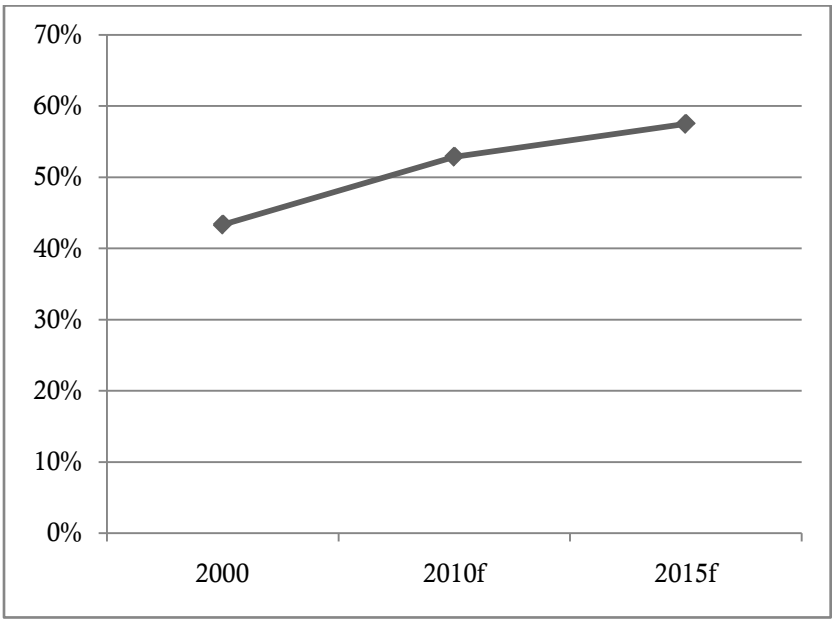
Changes in Ethnic Groups, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Residents of Hispanic descent, regardless of race, are expected to comprise 56 percent of the population in this effective service area in the year 2015, an increase of 83% over the numbers in 2000 and an increase of 17% since 2010.

Residents of Hispanic Origin, Effective Service Area

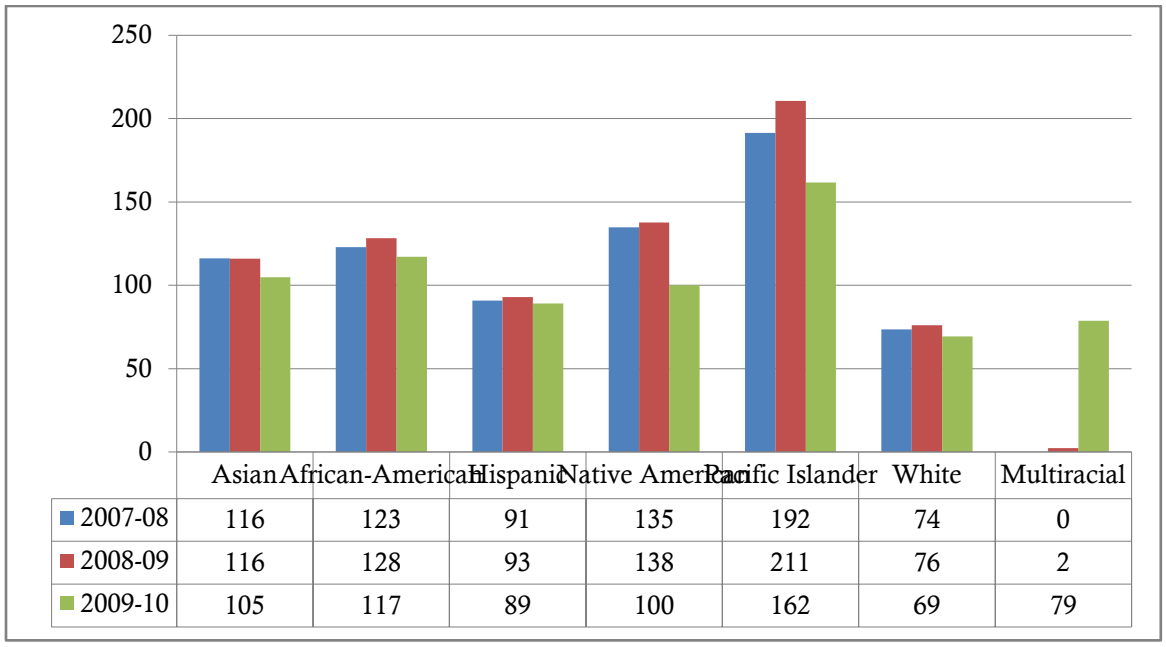


Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Given the traditional rates of participation in higher education, these shifts in ethnicity/race within the effective service area have implications for future enrollments at the College. The statewide community college participation rate differences among various ethnic groups are shown in the graph below.

As the Hispanic population increases, the College may need to increase outreach efforts to encourage college attendance.

Statewide Community College Participation Rates by Ethnic Group per 1,000 Adults

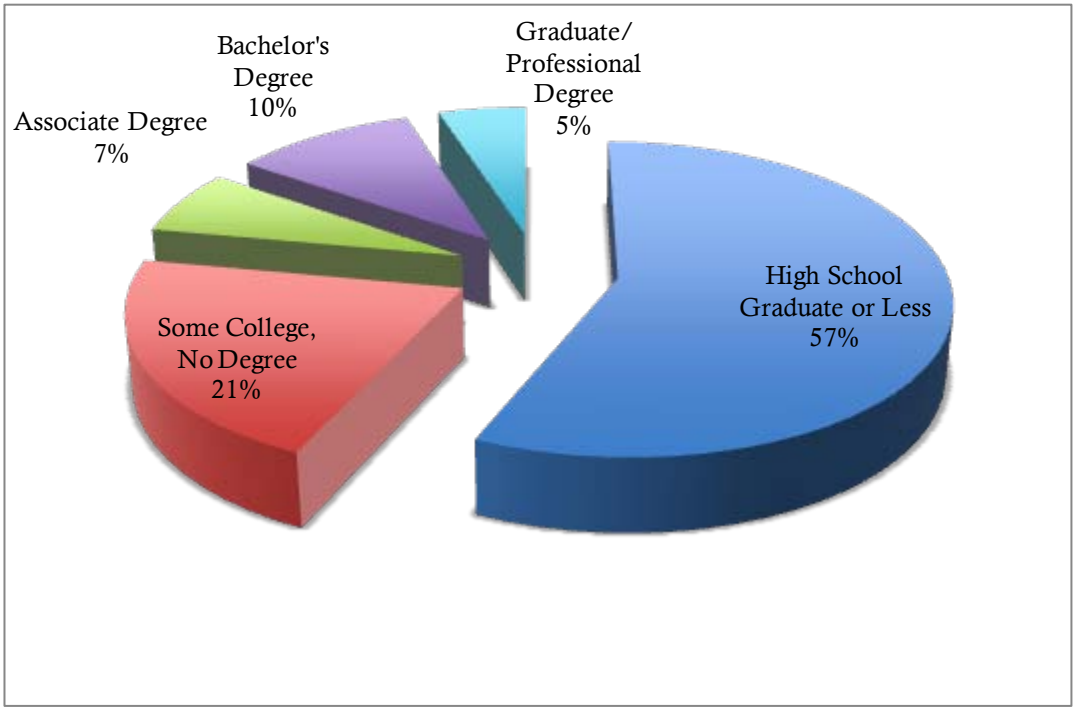


	Asian	African-American	Hispanic	Native American	Pacific Islander	White	Multiracial
2007-08	116	123	91	135	192	74	0
2008-09	116	128	93	138	211	76	2
2009-10	105	117	89	100	162	69	79

Source: Community College Chancellor's Office, Accountability Reporting for Community Colleges 2011

For the year 2010, the highest educational attainment among the population age 25 and older, within the effective service area, is shown below. Approximately 57% of the adult population is a high school graduate or less. Those residents who have no college degree (either Associate's or Bachelor's) comprise 78 percent of the young adult or older population in the effective service area. An even larger audience is represented by the combination of those adults who have had some college, but did not complete a degree (21%), plus those who completed high school or less (57%). Many of these adults would likely benefit economically from a community college education.

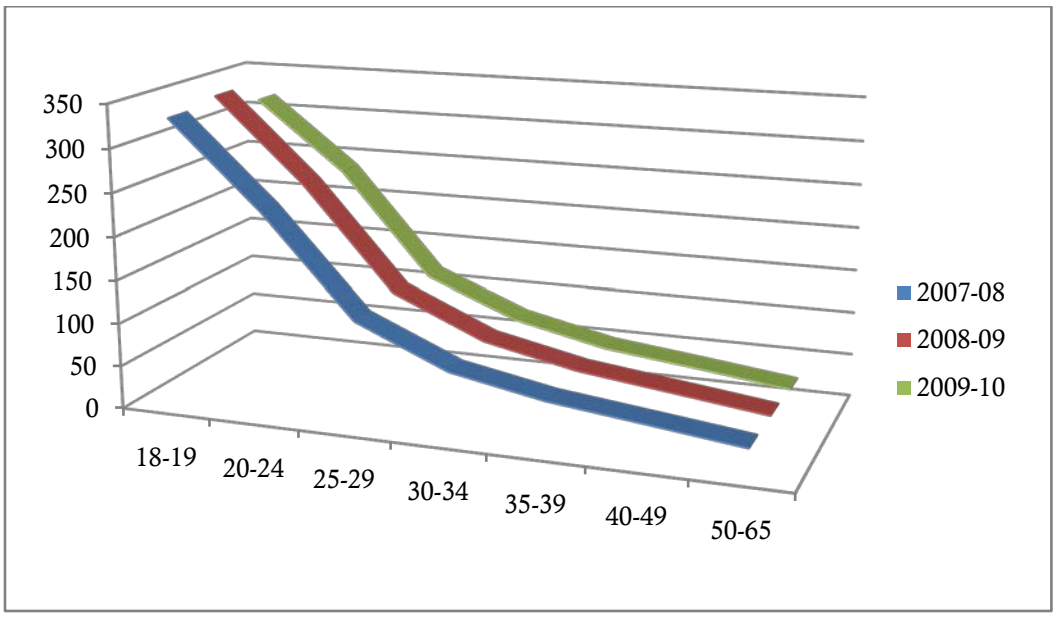
2010 Educational Attainment, Age 25+, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Participation in the California community college system across the state is also influenced by age. The highest rates per 1,000 adults are found in the 18-19 and 20-24 age groups.

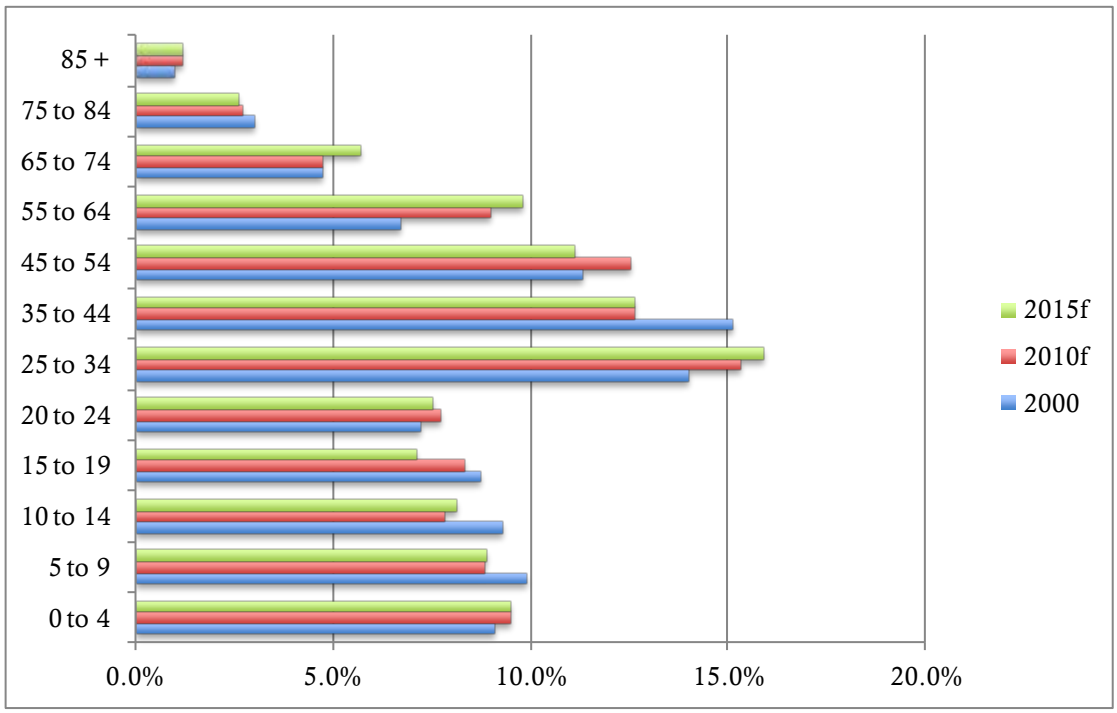
Statewide Community College Participation Rates by Age Group Per 1,000 Adults



Source: Community College Chancellor's Office, Accountability Reporting for Community Colleges 2011

Within the effective service area, adults in the 25 to 34 age group are projected to move from being 14% of the population in 2000 to becoming 15.9% of the population in 2015. The proportion of the population composed of residents on the verge of retirement, age range of 55 to 64 years of age, is projected to increase by 46% between the years 2000 and 2015. The senior age groups 65+ are forecast to increase their share of the population between 2010 and 2015 by 9.2%. This final point suggests there may be greater opportunities for the Levan Institute offerings to this senior group.

Age Range Changes, Effective Service Area

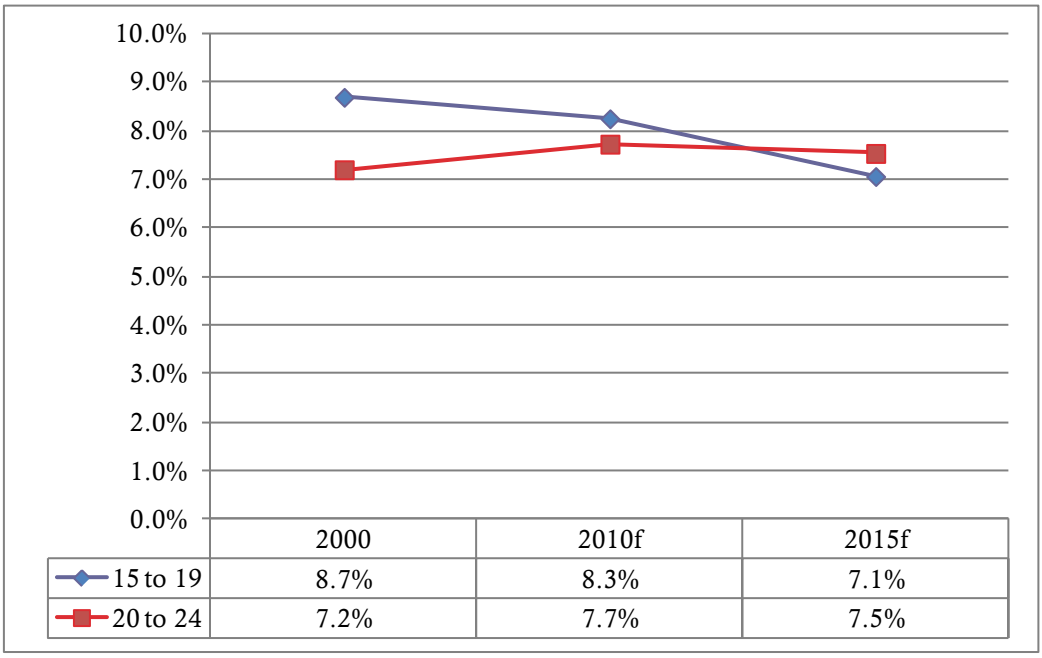


Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

In the immediate future, now through the year 2015, the 20 to 24 year age group in the effective service area is forecast to be at 7.5%. The number of students in the 15 to 19 year age group is projected to decrease by -8% between 2010 and 2015, and their percentage of the population will also decline to 7.1% by 2015.

However, in 2010 the combined 15 to 19 and 20 to 24 year old groups is 16 percent of the population. Throughout the state those two groups are only 14.9 percent of the population. Looking forward to 2015 the combination of the two age groups in the effective service area is 14.6 percent of the population but throughout the state it is only 13.9 percent of the population. Young people of prime college-going age are a greater percentage of the population in the effective service area than is the case throughout the state.

College Going Age Group Growth in Effective Service Area



	2000	2010f	2015f
15 to 19	8.7%	8.3%	7.1%
20 to 24	7.2%	7.7%	7.5%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

The twenty high schools that provide the largest numbers of Bakersfield College students have been contributing an average of 1,900 students per year since 1996. These schools may be divided into two groups. A primary feeder group, which has contributed an average of 50 or more students per year to the College, includes most of the high schools in the Kern Union High School District. A secondary feeder group is defined as contributing an average of 10 to 49 students per year to the College.

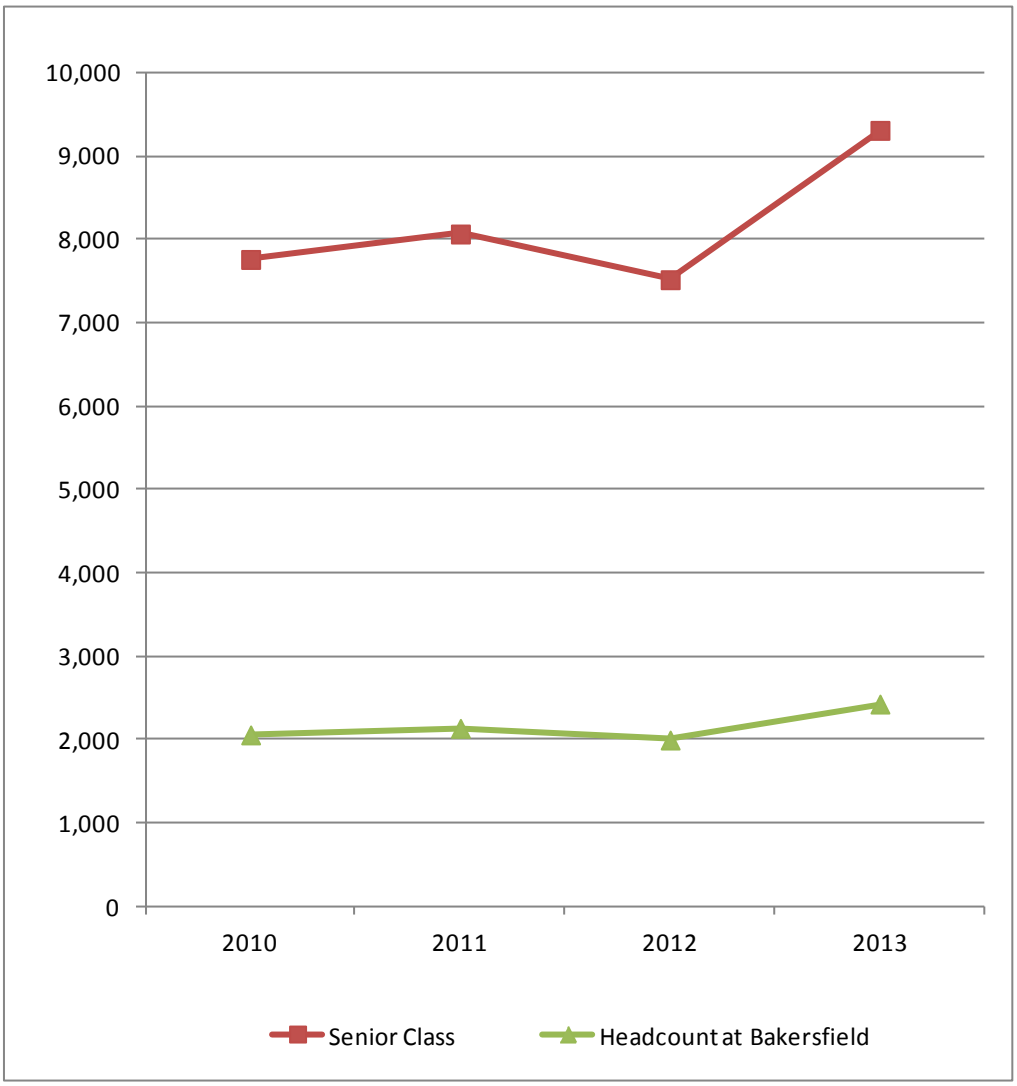
High Schools Supporting Bakersfield College and Average Headcounts

High School	District	Location	Approximate Distance	Annual Average	Last 3 Yrs Average	% Change 1996 to 2010
Primary Source						
Arvin High	Kern Union High	Arvin	16 mi	97.7	129.7	125.90%
Bakersfield High	Kern Union High	Bakersfield	5 mi	164.3	179.7	270.20%
Centennial High	Kern Union High	Bakersfield	8 mi	134.5	128.3	118.00%
Delano High	Delano Joint Union	Delano	30 mi	116.3	128.7	187.80%
East Bakersfield High	Kern Union High	Bakersfield	3 mi	104.4	121	113.40%
Foothill High	Kern Union High	Bakersfield	5 mi	107.7	129.3	267.40%
Frontier High	Kern Union High	Bakersfield	11 mi	94	94	1680.00%
Highland High	Kern Union High	Bakersfield	3 mi	122.8	113	51.80%
Liberty High	Kern Union High	Bakersfield	10 mi	130.9	125	-11.40%
North High	Kern Union High	Bakersfield	4 mi	92.3	103.7	67.60%
Ridgeview High	Kern Union High	Bakersfield	11 mi	98.7	128	15000.00%
Shafer High	Kern Union High	Shafter	18 mi	51.7	46.3	158.80%
South High	Kern Union High	Bakersfield	7 mi	89.5	85.3	60.70%
Stockdale High	Kern Union High	Bakersfield	11 mi	134.4	142.3	13.00%
Wasco High	Wasco Union High	Wasco	22 mi	51.9	66	116.70%
West High	Kern Union High	Bakersfield	7 mi	106.3	123.7	64.60%
Secondary Source						
Cesar Chavez High	Delano Joint Union	Delano	29 mi	76.4	90.7	190.60%
Kern Valley High	Kern Union High	Lake Isabella	32 mi	12.9	12.7	-23.50%
McFarland High	McFarland Unified	McFarland	24 mi	42	46.3	113.60%
Tehachapi High	Tehachapi Unified	Tehachapi	37 mi	46.5	50.3	26.20%

Source: California Postsecondary Education Commission, Detailed Data, Freshman Pathways; analysis by Cambridge West Partnership, LLC

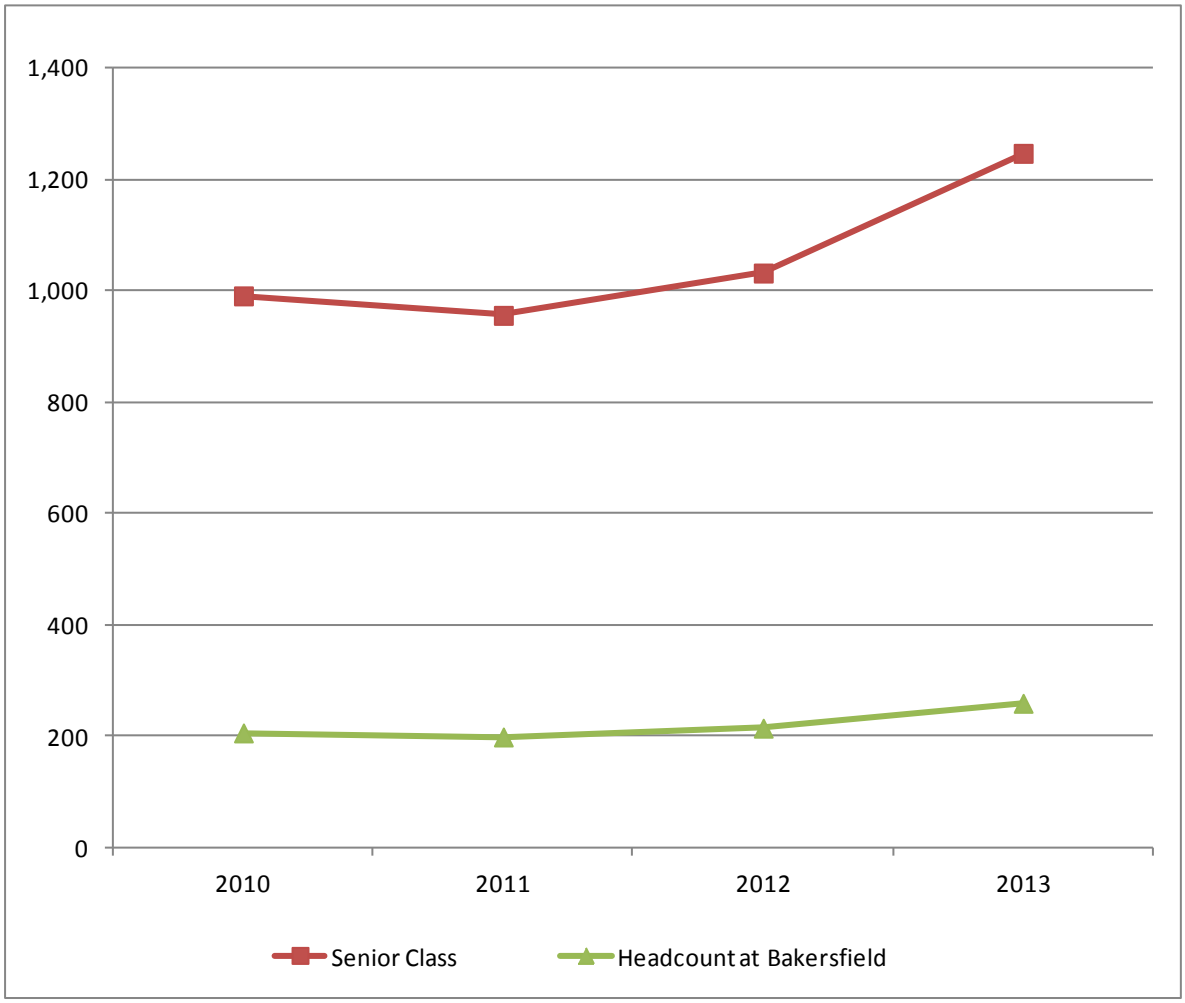
Of the primary high schools shown in the table that provide the greatest numbers of students to Bakersfield College, Stockdale High School is expected to grow the most. This school is projected to increase enrollments by 13.7% (between 2010-11 and 2015-16). Headcounts at other high schools listed on the table are anticipated to remain the same or decrease slightly over that same time frame. Based on 2010-11 enrollments in grades nine through twelve, and the College admission yield rate, a set of projections for possible future high school unduplicated headcounts at Bakersfield College has been illustrated in the two graphics below.

Primary Source High Schools Headcount Projection



Source: California Department of Education and California Postsecondary Education Commission; analysis by Cambridge West Partnership, LLC

Secondary Source High Schools Headcount Projections



Source: California Department of Education and California Postsecondary Education Commission; analysis by Cambridge West Partnership, LLC

Implications for Bakersfield College

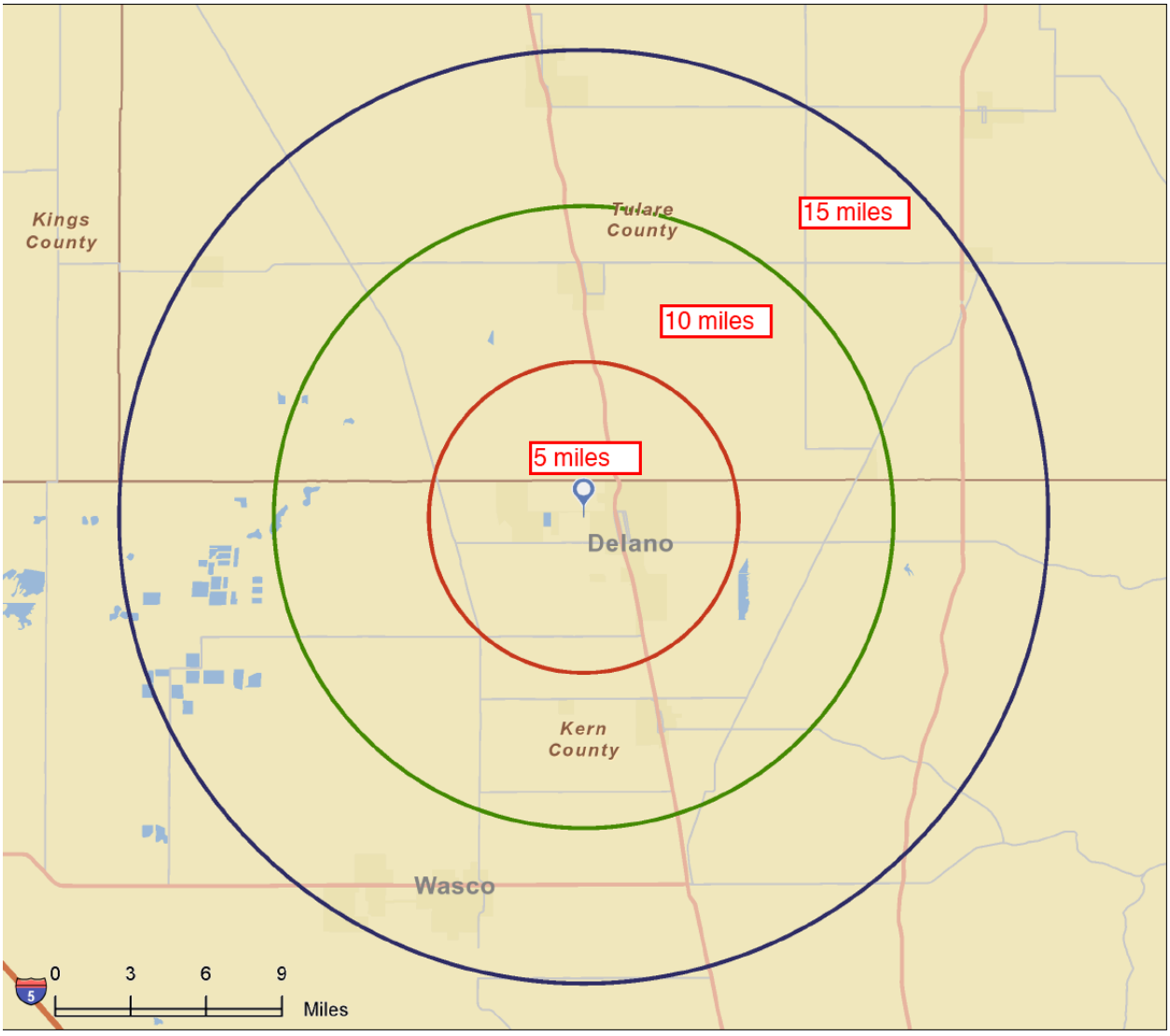
- The College draws students from an effective service area largely determined by regional transportation corridors.
- Projected population growth in this area exceeds the statewide rate. Growth among those who claim Hispanic descent will be the highest of all groups; however, that group has not traditionally participated in higher education. When individuals of Hispanic heritage do enroll in college, their completion rate lags behind Asian and White students.
- While college participation is greatest among 18 to 24 year olds, this sector of the area population will remain as a fairly small percentage of the population.
- Incomes are modest, but are projected to rise at a higher rate than the California average rate. Unemployment levels are higher than the statewide rate.
- A large portion of the population has not participated in or completed college at the Associate Degree level.

- The projected population, income levels, educational needs and age considerations combine to result in strong enrollment predictions for the near future. However, the College may need to engage in outreach activities to promote the value of a college education.

Delano Community

The City of Delano, where the Bakersfield College Education Center is located, is a community located around the intersection of California Highways 99 and 155. The City is in both Tulare and Kern Counties. Based on analysis of residential zip codes reported by enrolled students, the majority of students live within a 10-mile radius of the Educational Center. This area comprises the effective service area of the Center and is illustrated in the graphic below.

Delano Educational Center, Effective Service Area



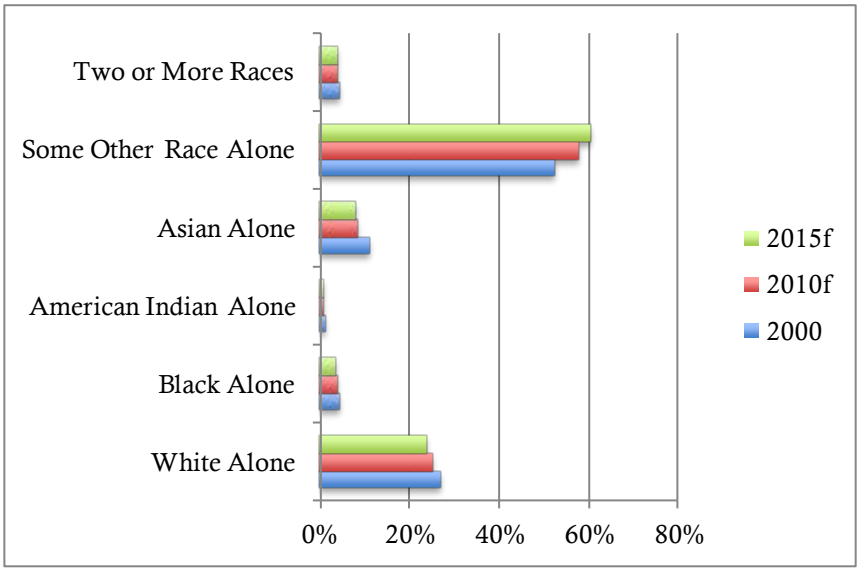
Source: Environmental Systems Research Institute (ESRI)

The population in this effective service area was 64,547 in the year 2000 and is projected to be at 83,771 by 2015. The area is expected to grow at an annual rate of 1.22% as compared to the State annual growth rate of .70%. The median age of the population in this service area was 26.5 in 2000 and likely will be 27.2 by 2015. Per capita income for the effective service area had been a very

modest $10,220, and it is expected to be only $12,468 in the year 2015. The median household income, projected at $35,521 by 2015, is expected to grow between 2010 and 2015 at an annual rate of 2.98% as compared to the California rate of 2.59% and the national rate of 2.36%.

Expected changes in the race/ethnicity mix in this effective service area are illustrated in the graphic below. The White Alone group is forecast to drop from being 27 percent of the area population in 2000 to becoming 24 percent of the area population in 2015. The residents who indicated they were Some Other Race Alone are forecast to increase from being 52 percent of the area population in 2000 to becoming 60 percent of the area population in 2015.

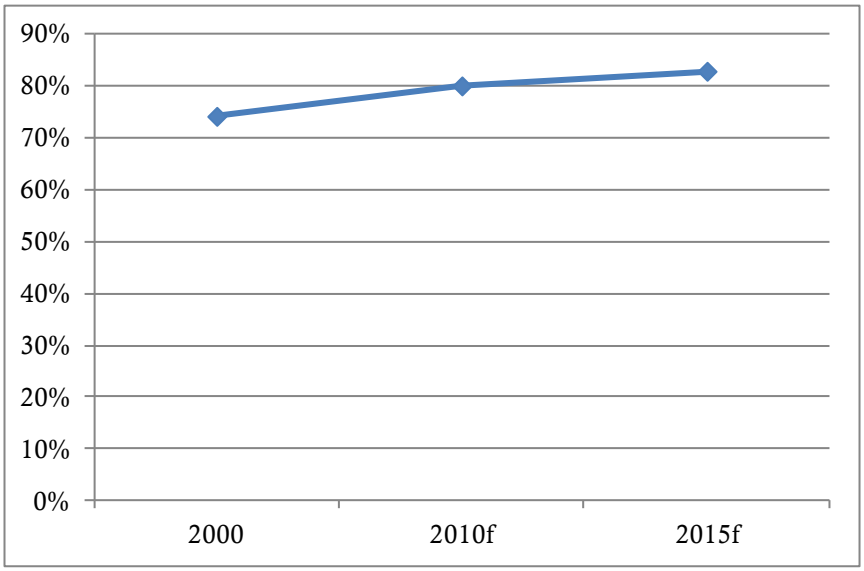
Changes in Ethnic Groups, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Residents of Hispanic descent, regardless of race, are expected to comprise 83 percent of the population in this effective service area in the year 2015, an increase of 45% over the numbers in 2000 and an increase of 10% since 2010.

Residents of Hispanic Origin, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population & Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

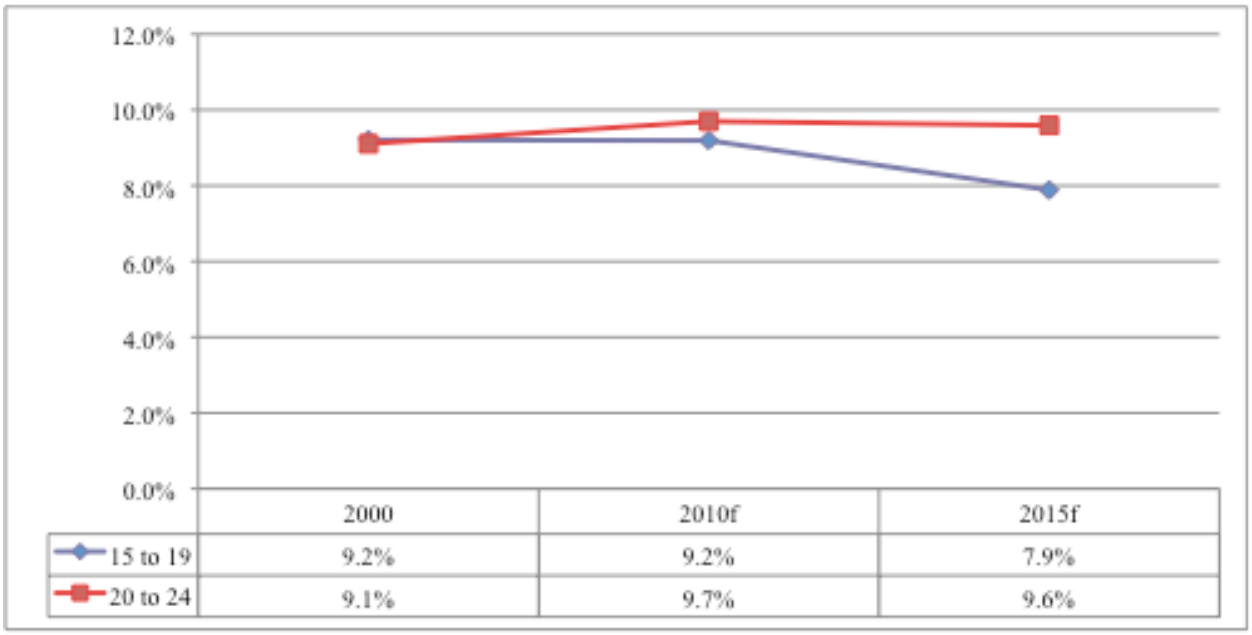
Given the traditional rates of participation in higher education, these shifts in ethnicity/race within the effective service area have implications for future enrollments at the Education Center. The statewide community college participation rate differences among various ethnic groups are shown in the graph below.

As the Hispanic population increases, the Education Center may need to increase outreach efforts to encourage college attendance.

In the immediate future, now through the year 2015, the 20 to 24 year age group in the effective service area is forecast to increase by 5%, but their percentage of the population will remain at 10%. The numbers of students in the 15 to 19 year age group are projected to decrease by -9% and their percentage of the population will decline to 8% by 2015.

However, in 2010 the combined 15 to 19 and 20 to 24 year old groups is 18.9 percent of the population. Throughout the state those two groups are only 14.9 percent of the population. Looking forward to 2015 the combination of the two age groups in the effective service area is 17.5 percent of the population but throughout the state it is only 13.9 percent of the population. Young people of prime college-going age are a greater percentage of the population in the effective service area than is the case throughout the state.

College Going Age Group Growth in Effective Service Area

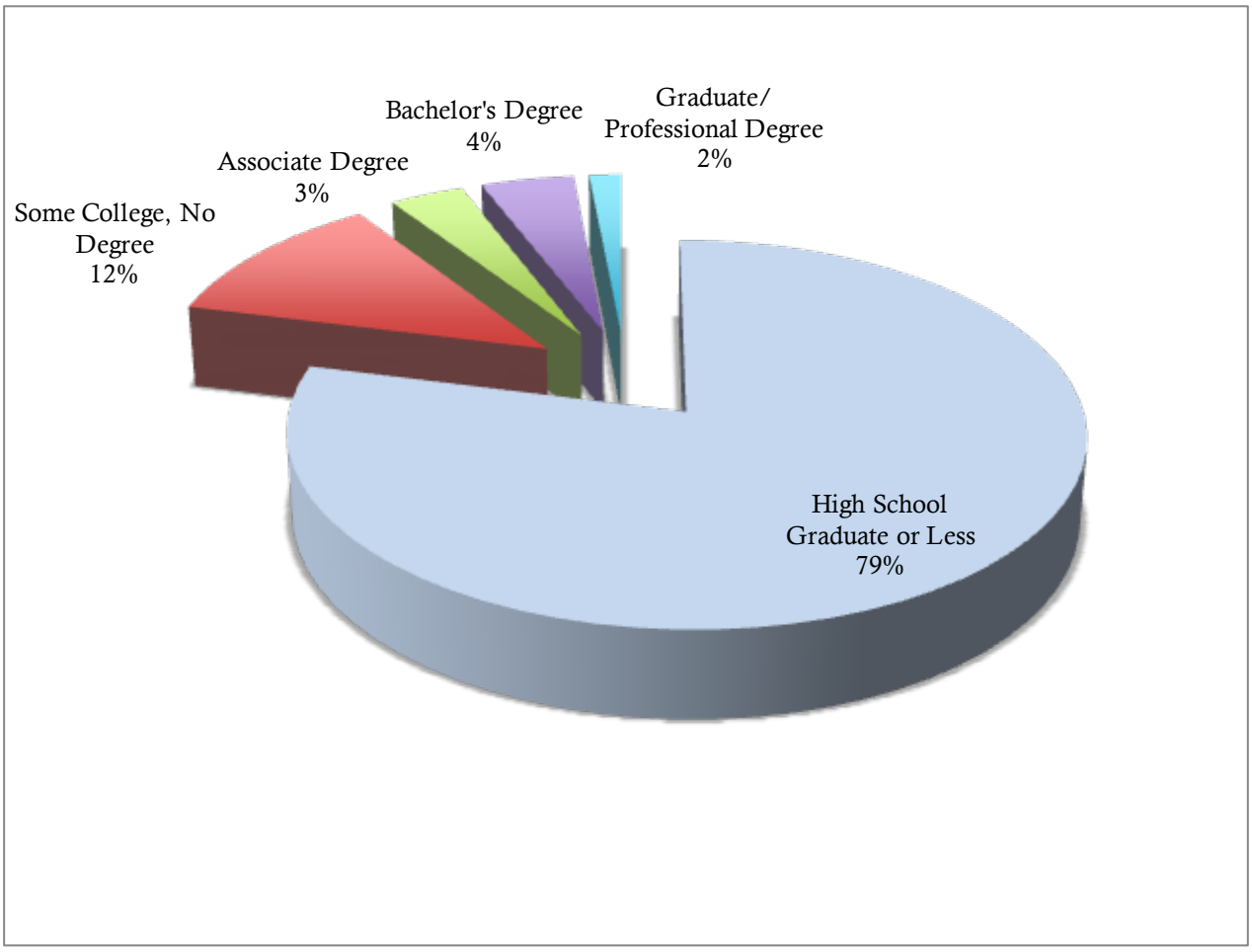


	2000	2010f	2015f
15 to 19	9.2%	9.2%	7.9%
20 to 24	9.1%	9.7%	9.6%

Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

For the year 2010, the highest educational attainment among the population age 25 and older within the effective service area is shown below. Approximately 80% of the adult population has not taken any college courses. Those residents who have no college degree (either Associate's or Bachelor's) comprise 91 percent of the young adult or older population in the effective service area. These data point to a critical need for effective basic skills instruction. Many of these adults would likely gain access to a broader range of employment opportunities upon completing a community college education.

2010 Educational Attainment, Age 25+, Effective Service Area



Source: U.S. Bureau of the Census, 2000 Census of Population and Housing, ESRI forecasts for 2010 and 2015; analysis by Cambridge West Partnership, LLC

Implications for the Delano Educational Center

- The Center draws most of its students from a compact 10-mile radius from the Center site.
- Although income levels are increasing within this service area, the absolute dollar amounts are modest. That may make residents perceive that going to college is "out of reach."
- Within this effective service area there is a profound opportunity for the basics of postsecondary education when the portion of the residents who have not completed at least a two-year college degree are considered.
- The growth of the Hispanic population may present a challenge to the Education Center. This group has not historically attended college nor has this group been as successful in completing a college degree as other groups have.
- The young adult group (20 to 24) is expected to grow but the high school age population and those in their late teens are expected to diminish as a group. The Center may need to consider ways to attract young adults to attend college and will be less able to rely upon recent high school graduates to fill its classes.

Internal Scan: Profile of Students, Employees, and Service Area

Incoming Students: *Placement Levels of Entering High School Graduates*

Bakersfield College assesses incoming students in the areas of reading, English, and mathematics. In fall 2010, the majority of entering high school graduates who took an assessment test placed into pre-collegiate level English (69 percent) and mathematics (67 percent).

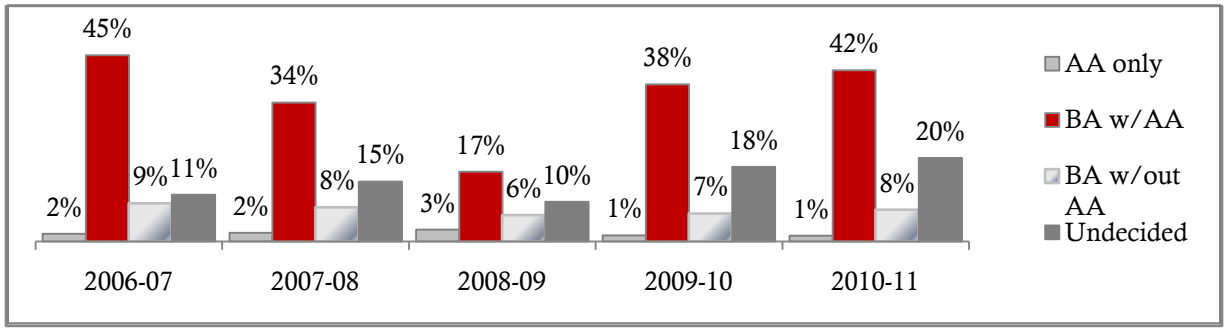
Placement Levels of Fall 2010 Entering High School Graduates

Reading Placement	# Students	%Placed
Degree Applicable versus Pre-Collegiate		
Degree Applicable Class (Levels 5-6)	1,516	58.9%
Pre-Collegiate Class (Levels 1-4)	1,060	41.1%
Total Tested	2,576	100.0%
Class Level		
Level 6 - All Level 6 Courses	1108	40.4%
Level 5 - ACDV B50 Rec & Level 6 Courses	408	14.9%
Level 4 - ACDV B50	320	11.7%
Level 3 - ACDV B62	307	11.2%
Level 2 - ACDV B91	330	12.0%
Level 1 - Additional Testing Recommended	103	3.8%
Did not complete testing	168	6.1%
Total Entering High School School Graduates	2,744	100.0%
English Placement	**# Students**	**%Placed**
Degree Applicable versus Pre-Collegiate		
Degree Applicable Class (Level 6)	813	31.5%
Pre-Collegiate Class (Levels 2-5)	1,771	68.5%
Total Tested	2,584	100.0%
Class Level		
Level 6 - English B1A	813	29.6%
Level 5 - English B50 or English B1	520	19.0%
Level 4 - English B60	185	6.7%
Level 3 - ACDV B68	921	33.6%
Level 2 - Additional Testing Recommended	145	5.3%
Did not complete testing	160	5.8%
Total Entering High School School Graduates	2,744	100.0%
Math Placement	**# Students**	**%Placed**
Degree Applicable versus Pre-Collegiate		
Degree Applicable Class (Levels 3-4; 6)	864	33.0%
Pre-Collegiate Class (Levels 0-2)	1,757	67.0%
Total Tested	2,621	100.0%
Class Level		
Level 6 - Math B6A	121	4.4%
Level 4 - Math B1A	333	12.1%
Level 3 - Math BD	410	14.9%
Level 2 - Math BA	817	29.8%
Level 1 - Math B50	506	18.4%
Level 0 - ACDV B78	434	15.8%
Did not complete testing	123	4.5%
Total Entering High School School Graduates	2,744	100.0%

Incoming Students: *Educational Goals*

In 2010-2011, the majority of Bakersfield College incoming students (51 percent) entered with an educational goal of achieving an associate degree or higher.

Educational Goals of Incoming Students[1]



[1] Incoming Students: Students who first enrolled at Bakersfield College in the specified year.

Educational Goals of Incoming Students[1]

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Associate degree w/o transfer	156	2%	197	2%	295	3%	129	1%	106	1%
BA after completing AA	3,741	45%	3,137	34%	1,747	17%	3,322	38%	3,134	42%
BA w/o completing AA	767	9%	771	8%	662	6%	592	7%	582	8%
Discover career interests	190	2%	226	2%	147	1%	238	3%	257	3%
Earn vocational certificate	203	2%	152	2%	129	1%	144	2%	132	2%
Educational development	283	3%	269	3%	194	2%	158	2%	128	2%
GED preparation	151	2%	168	2%	151	1%	181	2%	205	3%
Improve basic skills	65	1%	74	1%	477	5%	79	1%	61	1%
Job advancement	531	6%	421	5%	344	3%	365	4%	358	5%
Maintain certificate/license	153	2%	121	1%	85	1%	95	1%	117	2%
Prepare for new career	690	8%	658	7%	519	5%	641	7%	657	9%
Vocational degree w/o transfer	178	2%	149	2%	121	1%	141	2%	117	2%
Undecided	941	11%	1,353	15%	997	10%	1,574	18%	1,525	20%
Unknown / Uncollected	233	3%	1,604	15%	4,459	30%	1,060	11%	161	2%
Sum	**8,282**		**9,300**		**10,327**		**8,719**		**7,540**	

[1] Incoming Students: Students who first enrolled at Bakersfield College in the specified year.

Enrolled Students: *Student Enrollment Demographics*

The following table is a demographic profile of the students who attended Bakersfield College over the five-year period 2006-2007 through 2010-2011. Annual student headcount enrollment represents individual students (unduplicated) enrolled on Census Day. Over the five-year period, more than 50 percent of students were female. Ethnic composition changed with Hispanic/Latino increasing 6 percent and White decreasing 7 percent. More than 50 percent of the students were age 24 or younger. Students awarded financial aid increased from 45 percent to 58 percent.

Student Headcount Enrollment by Gender, Ethnicity, Age, and Socio-Economic Status

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% change	#	% change	#	% change	#	% change	#	% change
Student Headcount, Unduplicated[1]	24,555	--	27,371	11%	29,709	9%	28,355	-5%	27,700	-2%
	#	%	#	%	#	%	#	%	#	%
Gender										
Female	13,927	57%	15,307	56%	16,485	56%	15,212	54%	15,039	55%
Male	10,611	43%	11,977	44%	13,142	44%	13,087	46%	12,574	45%
Unknown	17	0%	87	0%	82	0%	56	0%	87	0%
Ethnicity										
African American	1,629	7%	1,960	7%	2,198	7%	2,184	8%	2,219	8%
American Indian	316	1%	348	1%	356	1%	310	1%	264	1%
Asian/Filipino/Pacific Islander	1,517	6%	1,626	6%	1,688	6%	1,584	6%	1,426	5%
Hispanic/Latino	10,798	44%	12,193	45%	14,115	48%	13,781	49%	14,167	51%
White	9,425	38%	9,967	36%	10,083	34%	9,395	33%	8,707	31%
Two or more races	179	1%	236	1%	325	1%	448	2%	586	2%
Unknown	691	3%	1,041	4%	944	3%	653	2%	331	1%
Age										
19 or Younger	6,393	26%	7,012	26%	7,624	26%	7,491	26%	6,855	25%
20 - 24	7,802	32%	8,457	31%	9,446	32%	9,369	33%	9,662	35%
25 - 29	3,389	14%	3,914	14%	4,291	14%	4,194	15%	4,025	15%
30 - 39	3,554	14%	4,047	15%	4,354	15%	4,000	14%	3,978	14%
40 - 49	2,135	9%	2,400	9%	2,447	8%	2,063	7%	1,945	7%
50 or Older	1,281	5%	1,539	6%	1,546	5%	1,238	4%	1,235	4%
Unknown	1	0%	2	0%	1	0%	0	0%	0	0%
Socio-Economic Status[2]										
Awarded Financial Aid	11,156	45%	11,880	43%	13,601	46%	14,890	53%	15,976	58%
Not Awarded Financial Aid	13,399	55%	15,491	57%	16,108	54%	13,465	47%	11,724	42%

[1] Student Headcount, Unduplicated: Number of students enrolled on census day, where each student is counted one time.

[2] Socio-Economic Status is based on a student's need for financial aid.

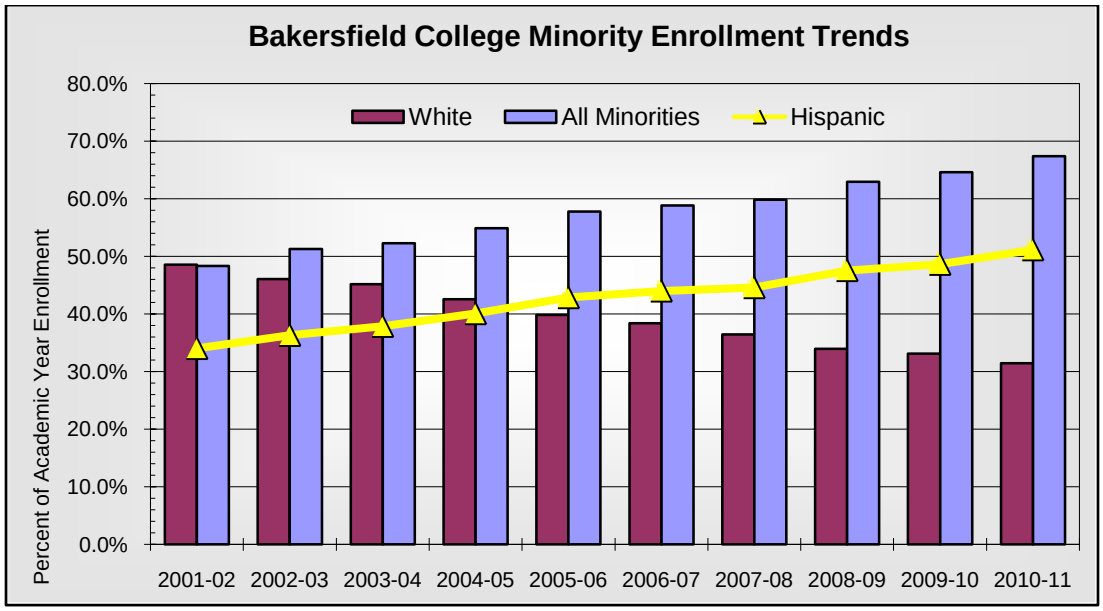
Awarded financial aid means a student applied for and was awarded financial aid. The student may or may not have accepted the award.

Not awarded financial aid means that a student was not awarded financial aid. The student may have applied and was not awarded aid or the student may not have applied for the aid.

Enrolled Students: *Minority Enrollment Trends*

The ethnic composition of students at Bakersfield College has been steadily changing over the past ten years. As shown in figure below, Hispanic students are rapidly becoming the majority (51 percent of total students in 2010-2011). In addition, as shown below, since academic year 2002-2003 minority enrollment has outpaced the White, Non-Hispanic enrollment.

Bakersfield College Minority Enrollment Trends



Enrolled Students: *Enrollment Status*

About two-thirds of Bakersfield College students enrolled on Census Day of the fall term were enrolled on a part-time basis. However, in the past five years, there has been a small increase (3 percent) in students enrolled on a full-time basis.

Enrollment Status of Enrolled Students[1]

	Fall 2006		Fall 2007		Fall 2008		Fall 2009		Fall 2010	
	#	%	#	%	#	%	#	%	#	%
Part-Time (Less than 12 credits)	11,267	72%	12,628	73%	13,152	71%	12,348	70%	13,094	70%
Full-Time (12 or more credits)	4,273	27%	4,431	26%	5,112	28%	5,178	29%	5,607	30%
Non-Credit / Other	186	1%	250	1%	191	1%	103	1%	53	0%

[1] Enrollment status counts students who were enrolled at Bakersfield College at Census Day of the specified term.

Enrolled Students: *Student Cities of Residence*

Bakersfield College has a strong connection with the community in the service area. Every year, about three-fourths of Bakersfield College students reside in the city of Bakersfield.

Student Cities of Residence

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Bakersfield	18,200	74%	20,050	73%	21,684	73%	20,852	74%	20,454	74%
Delano	1,531	6%	1,737	6%	1,894	6%	1,835	6%	1,856	7%
Arvin/Lamont	798	3%	902	3%	1,088	4%	936	3%	942	3%
Tehachapi	498	2%	529	2%	554	2%	524	2%	495	2%
Wasco	474	2%	500	2%	697	2%	520	2%	526	2%
Cities with less than 2% of students	2,920	12%	3,391	12%	3,583	12%	3,397	12%	3,348	12%
No city reported	134	1%	262	1%	209	1%	291	1%	79	0%
Sum	**24,555**		**27,371**		**29,709**		**28,355**		**27,700**	

Service Locations

Bakersfield College provides students with a variety of options for campus location and instructional method. The table below shows student enrollment in each service location for 2006-2007 through 2010-2011.

Student Headcount by Service Location[1]

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Arvin-Lamont	166	0%	132	0%	590	1%	98	0%	240	1%
BC Apprenticeship Classes		0%		0%		0%	198	0%	171	0%
BC Distance Education - ITV	1,209	3%	1,219	3%	1,131	2%	1,001	2%		0%
BC Distance Education - Online	4,207	11%	5,374	13%	6,732	15%	5,600	13%	5,730	14%
BC Northwest Extension	960	3%	1,002	2%	910	2%	1,255	3%	1,202	3%
BC Weekend Classes	850	2%	1,058	3%	1,178	3%	884	2%	1,092	3%
Bakersfield Area	5,692	16%	5,550	14%	5,731	13%	5,400	13%	5,124	12%
Bakersfield Main Campus	18,457	50%	19,543	48%	21,031	46%	20,818	49%	20,445	49%
Delano College - Off Campus	81	0%	431	1%	647	1%	671	2%	470	1%
Delano College Center	1,916	5%	2,186	5%	2,503	6%	2,737	6%	2,990	7%
Delano Weekend Classes	77	0%	20	0%	133	0%	114	0%		0%
Shafter-Westec	612	2%	1,737	4%	1,618	4%	1,777	4%	1,619	4%
Stockdale High School	1,429	4%	1,750	4%	1,882	4%	1,263	3%	1,183	3%
Weill Institute	927	3%	1,073	3%	1,210	3%	951	2%	1,231	3%
Sum	**24,555**		**27,370**		**29,709**		**28,355**		**27,700**	

[1] Students may enroll in more than one service location.

Student Completion: Awards and Transfers

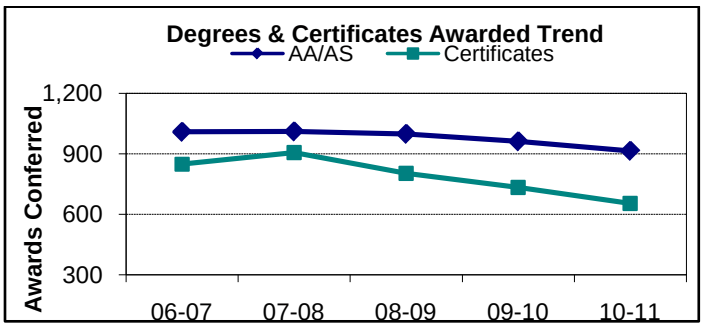
Each year, hundreds of Bakersfield College students attain their goal of completing an associate degree or certificate. As a result, these graduates attain employment in higher paying jobs because of their marketable career and technical skills, or they successfully transfer to a four-year institution to further their postsecondary education. The graph below displays the trend over time for both Associate of Arts and Associate of Science degrees as well as vocational education certificates.

Degrees and Certificates Awarded

	2006-2007		2007-2008		2008-09		2009-10		2010-11	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Degrees & Certificates Awarded										
AA/AS	1,009	54.3%	1,011	52.7%	999	55.4%	962	56.7%	915	58.3%
Certificates	849	45.7%	907	47.3%	804	44.6%	734	43.3%	654	41.7%
Total	**1,858**	100%	**1,918**	100%	**1,803**	100%	**1,696**	100%	**1,569**	100%
% Change from Previous Year			3.2%		-6.0%		-5.9%		-7.5%	
Awards by Student Demographics[1]										
Gender										
Female	954	58.7%	1,021	62.1%	1,037	63.2%	935	62.2%	841	59.9%
Male	669	41.2%	620	37.7%	600	36.5%	569	37.8%	563	40.1%
Unknown	2	0.1%	2	0.1%	5	0.3%	0	0.0%	1	0.1%
Total (unduplicated)[1]	**1,625**	100%	**1,643**	100%	**1,642**	100%	**1,504**	100%	**1,405**	100%
Ethnicity										
African American	81	5.0%	85	5.2%	93	5.7%	91	6.1%	75	5.3%
American Indian	24	1.5%	24	1.5%	28	1.7%	17	1.1%	12	0.9%
Asian/Filipino	114	7.0%	133	8.2%	104	6.3%	104	6.9%	106	7.5%
Hispanic/Latino	626	38.6%	639	39.3%	715	43.6%	650	43.3%	616	43.8%
Pacific Islander	1	0.1%	6	0.4%	7	0.4%	3	0.2%	1	0.1%
Two or More Races	7	0.4%	8	0.5%	9	0.5%	16	1.1%	28	2.0%
Unknown	46	2.8%	51	3.1%	51	3.1%	47	3.1%	17	1.2%
White	723	44.6%	681	41.9%	633	38.6%	572	38.1%	550	39.1%
Total (unduplicated)[1]	**1,622**	100%	**1,627**	100%	**1,640**	100%	**1,500**	100%	**1,405**	100%

[1] Unduplicated: Students with more than one award in a year are counted just once.

Five-Year Awards Trend



Along with awards, about 800 students each year transfer to a California State University or University of California campus to further their education.

Bakersfield College Students Transferring to CSU and UC Campuses

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Number of Students who Transferred to a 4-year Institution in California[1]	882	881	805	794	827

[1] **Source**: The California Postsecondary Education Commission (CPEC) website was the data source for 2006-07 through 2009-10. For 2010-11, the data sources were California State University and University of California websites since data from CPEC was not available,

Employees

An on-going challenge at Bakersfield College is the diversification of a faculty that is predominately White. As shown below, in fall 2010, Bakersfield College had 249 full-time faculty members, of whom 76 percent were White, 10 percent were Hispanic, 4 percent were African American, 3 percent were Asian, Pacific Islander, or Filipino, and 6 percent were unknown. Similarly, the College's 242 adjunct faculty members were 75 percent White, 14 percent Hispanic, 2 percent African American, 2 percent Asian, Pacific Islander, or Filipino, and 6 percent were unknown.

Bakersfield College Employee Demographics

	Full-time Faculty				Adjunct Faculty				Classified				Management				Total		
	Fall 2000		Fall 2010		Fall 2000		Fall 2010		Fall 2000		Fall 2010		Fall 2000		Fall 2010		Fall 2000	Fall 2010	% Change
Gender	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	#	Change
Female	121	52%	123	49%	86	40%	133	55%	253	71%	167	68%	12	55%	19	66%	472	442	-6.4%
Male	112	48%	126	51%	129	60%	109	45%	104	29%	79	32%	10	45%	10	34%	355	324	-8.7%
Total	233	100%	249	100%	215	100%	242	100%	357	100%	246	100%	22	100%	29	100%	827	766	-7.4%
Age	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	#	Change
< 40 Years	44	19%	42	17%	55	26%	64	26%	101	28%	71	29%	4	18%	6	21%	204	183	-10.3%
40-55 Years	137	59%	106	43%	118	55%	90	37%	180	50%	81	33%	10	45%	10	34%	445	287	-35.5%
56+ Years	52	22%	101	41%	42	20%	88	36%	76	21%	94	38%	8	36%	13	45%	178	296	66.3%
Total	233	100%	249	100%	215	100%	242	100%	357	100%	246	100%	22	100%	29	100%	827	766	-7.4%
Ethnicity	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	% of Group	#	#	Change
African American	14	6%	10	4%	6	3%	6	2%	29	8%	16	7%	0	0%	3	10%	49	35	-28.6%
Asian/ Pacific Isl	7	3%	8	3%	6	3%	5	2%	3	1%	7	3%	2	9%	1	3%	18	21	16.7%
Hispanic	30	13%	26	10%	10	5%	34	14%	95	27%	90	37%	4	18%	4	14%	139	154	10.8%
White	169	73%	190	76%	181	84%	182	75%	202	57%	112	46%	16	73%	16	55%	568	500	-12.0%
Other/ Unknown	13	6%	15	6%	12	6%	15	6%	28	8%	21	9%	0	0%	5	17%	53	56	5.7%
Total	233	100%	249	100%	215	100%	242	100%	357	100%	246	100%	22	100%	29	100%	827	766	-7.4%

[1] All employees with the exception of casual, hourly employees are included. The American Indian category is included in the other category. The Filipino category is included in the Asian category.

[2] Data Source: MIS State Reporting.

Curriculum Distribution

Over the past five years, the majority of the scheduled courses have been transfer applicable. The average for transfer courses over the past five years is 68 percent of annual scheduled offerings. Courses that were not transfer applicable were designated as either vocational education (career and technical education) courses, basic skills, or degree applicable courses. Vocational education courses averaged 16 percent, basic skills averaged ten percent, and degree applicable courses averaged three percent of the annual scheduled offerings. The remaining one percent were courses that did not meet any of the mission descriptions (examples include English as a Second Language and Medical Terminology). Note that while courses may fit within multiple categories, they are only counted in the first category in which they fit (in the order listed below). For example, if a course is both Transfer and Vocational, it is counted in the Transfer category (Resource: Data pulled from ODS report: Retention and Success (Annual): Mission Type Academic years 2006-2007 through 2010-2011).

Average Number of Sections Scheduled over a Five-Year Period

Transfer	68 percent
Vocational Educational	16 percent
Basic Skills	10 percent
Degree	3 percent
Other*	1 percent

**Other: English as a Second Language and Medical Terminology*

Modalities of Instruction

Instruction at Bakersfield College is offered through a variety of modalities. A majority of classrooms and labs are equipped with internet access, VCR/DVD projection, and computers. Technology is used in addition to traditional lecture instruction, laboratory exercises, discussions, demonstrations, clinical/work experience, and collaborative group activities. Faculty augment face-to-face courses by using personal websites, online course shells, and a newly-implemented technology, the Luminis portal to post and accept assignments, answer questions, post ancillary materials/videos, and conduct discussions to enhance learning. Technology is also used to offer real-time interactive broadcasts between the Delano Campus and the Panorama Campus. Online instruction is provided through a common platform, Moodle (Resource: 2012 Accreditation Self-Evaluation Report: Standard II.A.1.b).

Non-Instructional Resources Supporting the College

Student Services

Student Services at Bakersfield College include ten program areas that serve both the Panorama Campus and the Delano Campus. The programs are designed to meet the diverse student population and information is provided via the web, in print, and through scheduled orientations and workshops. (Resource: 2012 Accreditation Self-Evaluation Report: Standard II.B).

Counseling Services and Enrollment Services provide the majority of the matriculation components including assessment, orientation for new students, advising, and admissions. Extended Opportunities Programs and Services (EOP&S), CARE, CalWORKs, and Disabled Student Programs and Services (DSP&S) are state funded programs that provide supplemental support students for designated student populations. EOP&S, CARE, and CalWORKs meet the needs of low-income and educationally disadvantaged students by providing supplemental assistance and services. In the 2010-2011 academic year, over nine-hundred students were served. DSP&S provides advising and academic accommodations for students with disability limitations. Collaboration between DSP&S and the Assessment Center ensures that students with disabilities are provided with appropriate testing accommodations. Specific courses are provided for students with disabilities.

The Student Health and Wellness Program, Financial Aid and Scholarship Office, and Student Government Association comprise the remainder of the services which support students outside of the classroom. The Student Health and Wellness Program provides direct services on the Panorama Campus and outreach services at the Delano Campus. The Financial Aid and Scholarship Office provides direct assistance to students who are eligible for financial aid, such as grants and scholarships. Services include outreach and advising support to better inform students of opportunities and expectations related to financial aid. In addition to representation services and activities, the Student Government Association operates the Renegade Pantry which provides basic food and personal care items for students and their dependents.

Library and Learning Resources

The Grace Van Dyke Bird Library, located on the Panorama Campus, serves as an information and research center which provides both direct and instructional support. Virtual services for students are provided through the library website, which provides access to the library catalog, e-books, online databases, and other library resources.

Bakersfield College offers tutoring through the Tutoring Center, provides one-on-one tutoring to all currently enrolled students on the Panorama Campus, and serves more than 900 students a semester. A pilot study of online tutoring was completed recently and discussions of how to better meet the needs of students through online tutoring have begun. Additional tutoring is provided through the Science, Technology, Engineering and Mathematics (STEM) program and related programs. As of this report, more than 300 students received assistance through the STEM program's services.

The Student Success Lab is located on the Panorama Campus and provides modularized, self-paced lessons in reading, writing, and mathematics in a computer lab setting. The lessons are provided through the Programmed Logic for Automated Teaching Operations (PLATO) software system, which includes a wide range of activities for students with skill levels from basic to advanced. In the fall 2010 semester, more than 1,500 students were served in the Student Success Lab.

The Writing Center is new to Bakersfield College, and is designed to assist students in the writing process across all disciplines. Support for students includes diagnostic assessments, one-on-one tutoring, and group work.

The Computer Labs on the Panorama Campus are spread throughout commonly-used areas and serve specific discipline needs. The Library Computer Commons provides the greatest access to students with more than 140 PC and Macintosh computers for student use. An additional computer lab of 25 computers is located in the Student Services building. Students at the Delano Campus have access to more than 150 computers.

The High Tech Center, located in the Grace Van Dyke Bird Library, provides Computer Assistive Technology and hands-on training for students with physical, learning, or other disabilities. Both self-paced and classroom instruction is provided in the High Tech Center.

Institutional Effectiveness

Assessment of Institutional Performance

Core Indicators of Effectiveness are broad measures which act as important gauges of institutional effectiveness. Core Indicators are used for tracking trends over time and for comparing with peer colleges to establish benchmarks. Results of Core Indicators for Effectiveness become public information within the context of celebrating accomplishments and identifying areas needing improvement.

Bakersfield College Core Indicators and their definitions include:

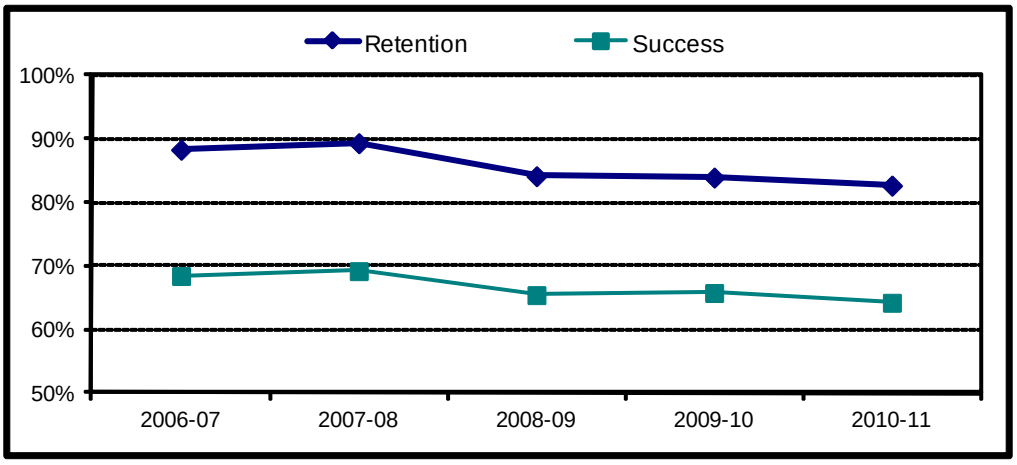
- **Student Success and Retention Rates:** Success is the rate of students earning the equivalent grade of C or better. Retention is the rate of students finishing the term. *Target: incremental improvement of rates.*
- **Student Persistence Rates**: Total students and first-time degree-seeking students rate of return (persistence) from fall to spring and fall to fall terms, by gender, age, ethnicity, and goal. *Target: incremental improvement of rates.*
- **Number of Students Receiving Awards:** Annual number of associate degrees and certificates awarded. *Target: steady increase in numbers.*
- **Number of Transfers:** Annual number of Bakersfield College students transferring to a California public university. *Target: steady increase in numbers.*
- **Licensure/Certification Pass Rates:** Including: Registered Nursing graduates; Vocational Nursing certificate completers, Radiologic Technology graduates, and Automotive, Welding, and other Bakersfield College Career and Technical Programs certificate completers. *Target: incremental improvement of rates.*
- **Annual FTES:** Annual FTES (Full-Time Equivalent Students) college-wide and by department. *Target: College-wide annual increase to meet or exceed Kern Community College District-assigned growth target.*
- **FTES/FTEF Productivity Ratio**: Ratio of Full-Time Equivalent Student/Full-Time Equivalent Faculty. *Target: College-wide target ratio is 17.5 per term and 35 annually or greater. Annual FTES/FTEF ratio of 35 is equal to the annual state target of 525 WSCH/FTEF (Weekly Student Contact Hours).*
- **75/25 (Full-Time/Part-Time Faculty) Ratio:** California CCR Title V defined ratio of Full-Time Equivalent (FTE) faculty to part-time faculty. *Target: State mandate requires 75 percent or more of FTE faculty is full-time.*

Student Success and Retention Rates

Semester	Total Grades	Retention Rate[1]	Success Rate[1]
Summer 2010	11,172	81.9%	63.7%
Fall 2010	55,738	82.5%	63.4%
Spring 2011	57,181	87.6%	71.2%
2010-11 Academic Yr	124,091	**82.7%**	**64.3%**
Summer 2009	13,062	87.1%	73.6%
Fall 2009	52,575	83.3%	64.3%
Spring 2010	55,201	83.9%	65.4%
2009-10 Academic Yr	120,838	**84.0%**	**65.8%**
Summer 2008	12,483	85.6%	72.0%
Fall 2008	54,556	83.3%	63.2%
Spring 2009	54,836	84.7%	66.2%
2008-09 Academic Yr	121,875	**84.2%**	**65.5%**
Summer 2007	9,481	94.3%	78.3%
Fall 2007	48,501	88.4%	67.4%
Spring 2008	46,384	89.4%	69.2%
2007-08 Academic Yr	104,366	**89.4%**	**69.2%**
Summer 2006	8,399	92.6%	76.5%
Fall 2006	44,978	87.2%	65.8%
Spring 2007	44,327	88.7%	69.6%
2006-07 Academic Yr	97,704	**88.3%**	**68.5%**

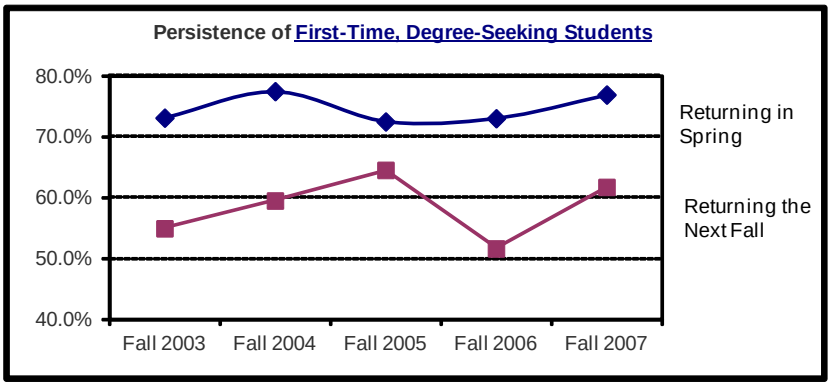
[1]Success and Retention rate calculations use the CCCCO's definitions:
Success rate numerator: Number of course enrollments with a successful passing grade (A,B,C,CR).
Retention rate numerator: Number of course enrollments retained through the semester (grade = A,B,C,CR,D,F,NC,I)
Success and Retention rate denominator: Number of enrollments retained (A,B,C,CR,D,F,NC,I) and withdrawn (W).

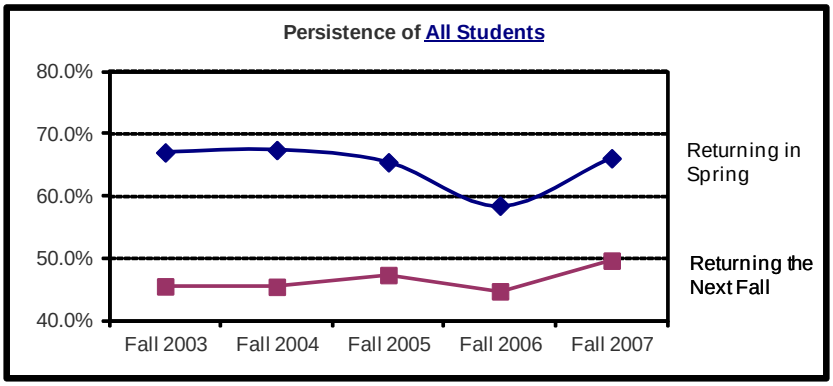
Bakersfield College Student Success and Retention Trends



Student Persistence Rates

Fall Term	Student Group[1]	Fall Cohort[2]	Returned in Spring		Returned the next Fall	
			Number Persisting[3]	Persistence Rate	Number Persisting[3]	Persistence Rate
Fall 2007	All Students	**15,673**	10,357	**66.1%**	7,780	**49.6%**
	Only First-Time Degree-Seeking	**1,680**	1,292	**76.9%**	1,037	**61.7%**
Fall 2006	All Students	**15,836**	9,260	**58.5%**	7,082	**44.7%**
	Only First-Time Degree-Seeking	**1,482**	1,082	**73.0%**	765	**51.6%**
Fall 2005	All Students	**14,608**	9,559	**65.4%**	6,914	**47.3%**
	Only First-Time Degree-Seeking	**1,308**	948	**72.5%**	844	**64.5%**
Fall 2004	All Students	**15,088**	10,170	**67.4%**	6,854	**45.4%**
	Only First-Time Degree-Seeking	**1,380**	1,069	**77.5%**	821	**59.5%**
Fall 2003	All Students	**15,286**	10,245	**67.0%**	6,956	**45.5%**
	Only First-Time Degree-Seeking	**1,562**	1,142	**73.1%**	858	**54.9%**





[1] ***Student Group*** refers to the two groups being studied: All Students and First-time, Degree-Seeking Students. The term Degree-Seeking students refers to students with a self-declared goal to complete a degree or certificate and/or to transfer to a university. It is generally more meaningful to consider the persistence of Fall First-Time, Degree-Seeking students because the All Students group includes students who completed their goal and did not intend to return.

[2] ***Fall Cohort*** refers to the number of students who attended BC in the Fall term and received at least one grade notation on their transcript.

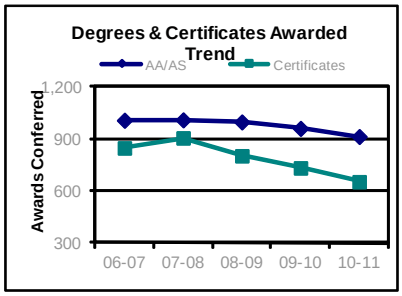
[3] ***Number Persisting*** refers to the number of students in the cohort who returned and attended during the following Spring term and/or Fall term and received at least one grade notation on their transcript.

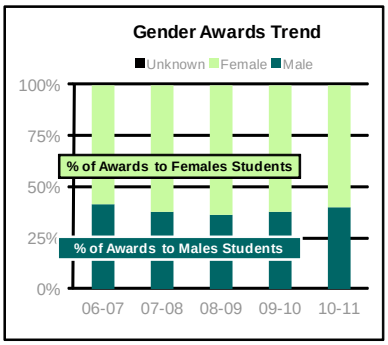
Number of Students Receiving Awards

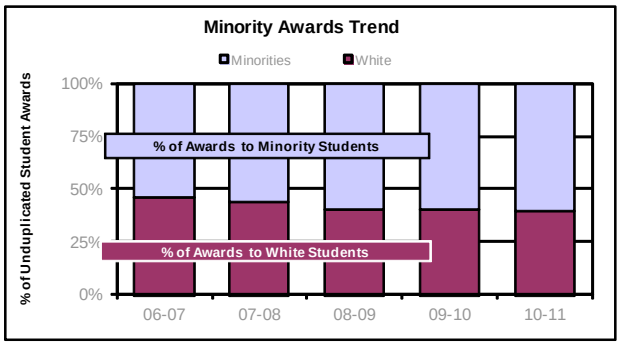
Degrees and Certificates Awarded										
		2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
		#	% of Total	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Award Type	AA/AS	1,009	54.3%	1,011	52.7%	999	55.4%	962	56.7%	915	58.3%
	Certificates	849	45.7%	907	47.3%	804	44.6%	734	43.3%	654	41.7%
	Total	**1,858**	100%	**1,918**	100%	**1,803**	100%	**1,696**	100%	**1,569**	100%
	% Chg from Prev Yr			3.2%		-6.0%		-5.9%		-7.5%	
Awards by Gender and Ethnicity[1]											
Gender	Female	954	58.7%	1,021	62.1%	1,037	63.2%	935	62.2%	841	59.9%
	Male	669	41.2%	620	37.7%	600	36.5%	569	37.8%	563	40.1%
	Unknown	2	0.1%	2	0.1%	5	0.3%	0	0.0%	1	0.1%
	Total, unduplicated	**1,625**	100%	**1,643**	100%	**1,642**	100%	**1,504**	100%	**1,405**	100%
Ethnicity [2]	African American	81	11.2%	85	12.5%	93	14.7%	91	15.9%	75	5.3%
	American Indian	24	3.3%	24	3.5%	28	4.4%	17	3.0%	12	0.9%
	Asian/Filipino	114	15.8%	133	19.5%	104	16.4%	104	18.2%	106	7.5%
	Hispanic/Latino	626	86.6%	639	93.8%	715	113.0%	650	113.6%	616	43.8%
	Pacific Islander	1	0.1%	6	0.9%	7	1.1%	3	0.5%	1	0.1%
	Two or More Races	7	1.0%	8	1.2%	9	1.4%	16	2.8%	28	2.0%
	Unknown	46	6.4%	51	7.5%	51	8.1%	47	8.2%	17	1.2%
	White	723	100.0%	681	100.0%	633	100.0%	572	100.0%	550	39.1%
	Total, unduplicated	**1,622**		**1,627**		**1,640**		**1,500**		**1,405**	

[1] Unduplicated student awards: students with more than one award in a year are counted just once.

[2New] Ethnicity categories established in 2011

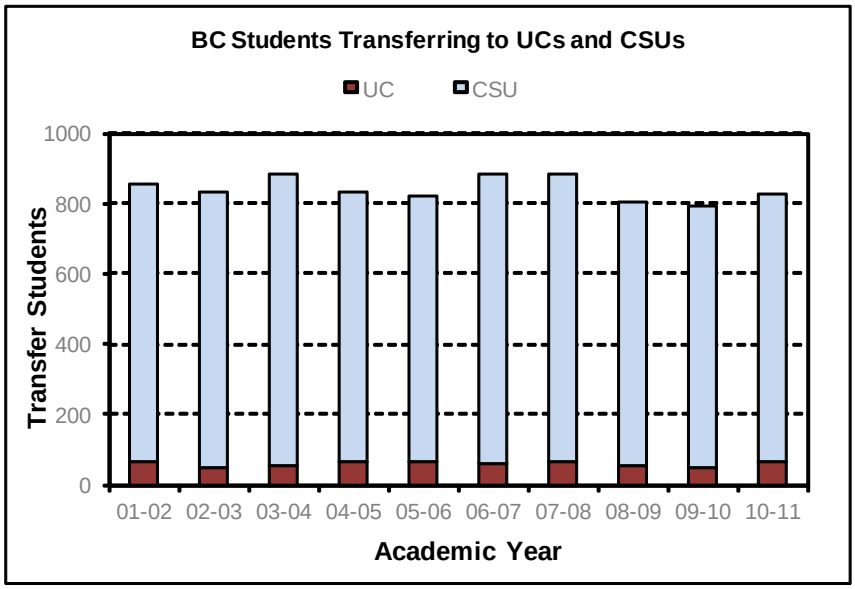






Number of Transfers

Academic Year	UC	% of Total	CSU	% of Total	Total
2010-11	65	7.9%	762	92.1%	**827**
2009-10	48	6.0%	746	94.0%	**794**
2008-09	55	6.8%	750	93.2%	**805**
2007-08	66	7.5%	815	92.5%	**881**
2006-07	58	6.6%	824	93.4%	**882**
2005-06	68	8.3%	755	91.7%	**823**
2004-05	64	7.7%	769	92.3%	**833**
2003-04	53	6.0%	829	94.0%	**882**
2002-03	47	5.6%	785	94.4%	**832**
2001-02	67	7.8%	788	92.2%	**855**



Licensure and Certification Pass Rates

Bakersfield College Allied Health Graduates

Licensure / Certification	2001		2002		2003		2004		2005		2006		2007		2008		2009		2010	
	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Taken	% Pass	# Take	% Pass	# Taken	% Pass
CA Board of Registered Nursing NCLEX Exam	77	88%	57	86%	66	85%	68	69%	105	90%	95	90%	122	91%	152	88%	157	93%	125	88%
CA Board of Vocational Nursing BVNPT Licensure Exam	100%		No Report		100%		No Report		96%		21	81%	1	1 of 1	26	92%	24	80%	28	86%
American Registry of Radiologic Technologists (AART) Certification Exam	12	83%	17	71%	15	93%	15	93%	16	100%	21	100%	18	100%	19	100%	15	####	21	100%

Other Bakersfield College Career and Technical Programs Licensure/Certification
Pass Rates are not Available at this Time

Annual FTES (Full-Time Equivalent Students)

Departments	2006-07	2007-08	2008-09	2009-10	2010-11
ADMJ & Correction	265.5	311.0	251.3	179.8	145.5
Academic Development	500.5	563.6	586.9	629.9	675.7
Agriculture	245.0	289.4	306.8	314.7	319.2
Allied Health	140.4	160.1	186.7	170.4	173.8
Apprenticeship	133.6	111.9	109.2	82.2	65.5
Art	408.0	462.6	510.3	477.1	477.7
Behavioral Science	967.3	970.0	1,096.4	1,010.6	990.0
Biology	508.3	484.1	523.2	513.7	492.0
Business Administration	652.0	613.1	656.2	621.6	665.6
Communication	437.0	471.0	572.0	562.0	584.6
Counseling	79.6	109.9	146.2	93.7	98.4
English	979.5	981.1	1,026.4	996.7	1,053.8
English as a Second Language	155.0	164.9	283.4	185.0	194.5
FACE	599.8	695.5	771.1	735.9	686.7
Fire Technology	387.1	387.1	383.0	422.0	434.6
Foreign Language	402.0	405.8	380.8	365.0	367.0
Health & Physical Education	723.4	758.7	890.4	870.5	869.4
Industrial Technology	623.9	707.7	765.4	577.3	568.8
Library	3.2	3.6	4.5	5.0	5.1
Math	1,353.1	1,531.5	1,715.1	1,482.7	1,500.9
Nursing	656.4	694.6	588.4	563.8	496.3
Performing Arts	336.0	356.3	398.0	425.4	428.2
Philosophy	311.4	335.7	356.7	350.6	379.0
Physical Science	480.1	551.3	602.0	619.8	607.5
Public Safety	652.3	664.9	634.3		
Radiologic Technology	99.1	102.4	99.8	108.8	87.2
Social Science	1,162.2	1,272.6	1,435.4	1,564.3	1,632.1
Special Studies	31.5	26.6	29.5	7.7	2.4
Work Experience	133.4	104.8	92.7	70.4	50.4
College Annual Total	**13,426.7**	**14,291.6**	**15,402.1**	**14,006.6**	**14,051.8**

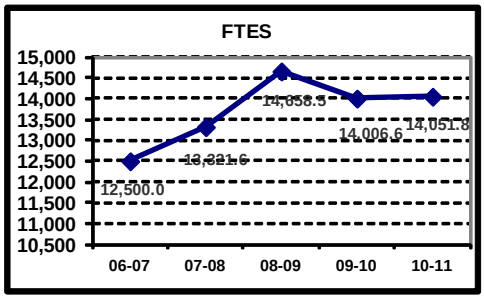
FTES/FTEF Productivity Ratio

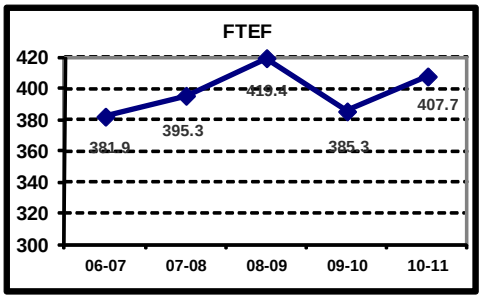
Semester	FTEF	FTES	FTES/FTEF
Summer 2010	59.18	1,138.50	**19.2**
Fall 2010	378.21	6,389.35	**16.9**
Spring 2011	377.96	6,523.98	**17.3**
2010-11	**407.67**	**14,051.83**	***34.5***
Summer 2009	74.98	1,488.52	**19.9**
Fall 2009	346.26	6,122.91	**17.7**
Spring 2010	349.36	6,395.13	**18.3**
2009-10	**385.30**	**14,006.56**	***36.4***
Summer 2008	84.20	1,416.56	**16.8**
Fall 2008	378.52	6,537.70	**17.3**
Spring 2009	376.08	6,704.24	**17.8**
2008-09	**419.40**	**14,658.50**	***35.0***
Summer 2007	73.82	1,140.07	**15.4**
Fall 2007	358.76	6,146.99	**17.1**
Spring 2008	358.06	6,034.53	**16.9**
2007-08	**395.32**	**13,321.59**	***33.7***
Summer 2006	70.50	1,036.24	**14.7**
Fall 2006	350.96	5,863.58	**16.7**
Spring 2007	342.37	5,600.22	**16.4**
2006-07	**381.91**	**12,500.03**	***32.7***

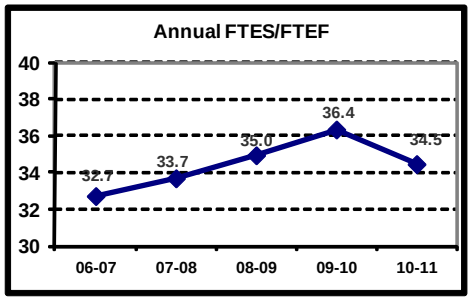
Source: Banner Extract SWRCSCD

[1] The college-wide target ratio is 17.5 per term and 35 annually or greater. An FTES/FTEF ratio of 17.5 per term is equal to the state target of 525 WSCH/FTEF per term.

[2] This report portrays actual FTES and is not discounted for funding purposes in order to compute a true productivity measure. All FTES associated with summer semesters are indicated in summer. There were no adjustments for FTES held back or carried forward. FTEF is based upon instructor load for courses taught in the semesters listed.



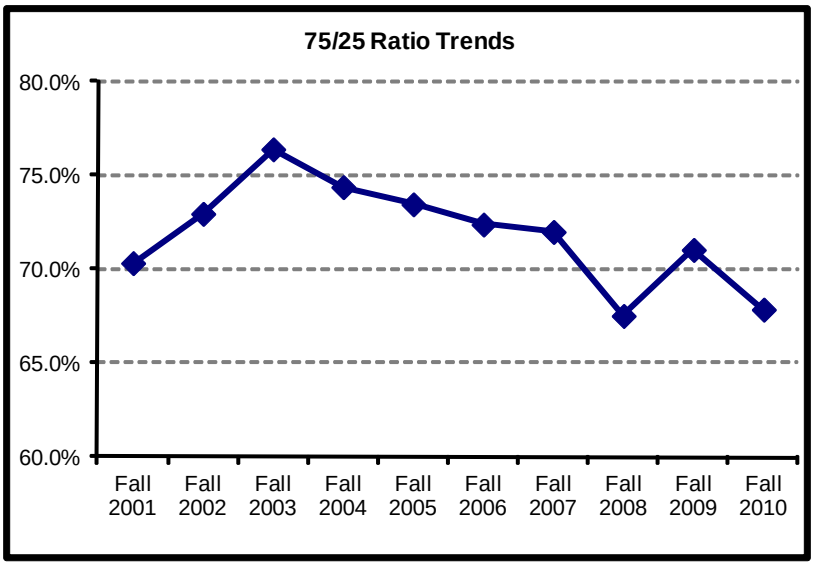




75/25 (Full-Time/Part-Time Faculty) Ratio

Term	Contract (Full Time)		Adjunct (Part-Time)		Total
	FTEF	Ratio %	FTEF	Ratio %	FTEF
Fall 2010	256.7	**67.9%**	121.5	32.1%	378.2
Fall 2009	245.0	**71.1%**	99.8	28.9%	344.8
Fall 2008	249.0	**67.5%**	119.7	32.5%	368.7
Fall 2007	255.0	**72.0%**	99.1	28.0%	354.1
Fall 2006	256.0	**72.4%**	97.6	27.6%	353.6
Fall 2005	250.0	**73.5%**	90.2	26.5%	340.2
Fall 2004	241.0	**74.4%**	82.9	25.6%	323.9
Fall 2003	238.0	**76.4%**	73.5	23.6%	311.5
Fall 2002	239.2	**73.0%**	88.6	27.0%	327.8
Fall 2001	235.5	**70.4%**	99.2	29.6%	334.7

[1] Ratio of full-time faculty to all faculty, where all faculty include full-time and part-time faculty. State guidelines recommend 75/25 ratio.



Student Learning Outcomes: Course and Program Assessment Summary

Bakersfield College Assessment Process

Student Learning Outcomes (SLO) assessment at Bakersfield College is embedded is several existing processes on campus. Course Level SLOs are developed by faculty teaching the course sections, and the SLOs and Assessment Plans are included in the Curriculum Review Process in CurricUNET. These plans are evaluated by Assessment Steering Committee members who are on the Curriculum Committee. Program Level Plans are developed by departments in the spring by chairs and deans and reviewed by the Assessment Committee co-chairs. Think tanks are developed to respond to needs that are listed in multiple Assessment Plans. Results from these Assessment Plans are then used in the Annual Program Review due the subsequent fall. Departments are asked to use assessment results to determine goals, needs, and budget requests.

Copies of the Program Level Assessment Plans can be found at:
http://www2.bakersfieldcollege.edu/assessment/BC percent20Results.html

Program Reviews: Instructional Programs, Student Services, and Administrative Services

Program Reviews for Bakersfield College are in Appendix A.

Key Planning Assumptions and Strategic Priorities for the Future

Key Planning Assumptions

These planning assumptions are statements of environmental factors that will affect the way in which the College is able to work toward fulfilling its mission and achieving its goals.

1. **Increasing Need** Demand for Bakersfield College courses and programs will increase across its entire service area as evidenced by strong population growth, labor market workforce projections, and economic development challenges.

   The Bakersfield College Service area comprises 74 percent of the population of Kern County, which has grown steadily since 2000 at an average annual rate of 2.7 percent according to the Kern County QuickFacts from the US Census Bureau, 2010. Based upon the QuickFacts estimate for Kern County, the College's service area population estimate for 2010, was 615,039 persons. In 2010, the majority ethnic group of Kern County was Hispanic (49 percent), followed by White (39 percent), African-American (6 percent), Asian-Pacific Islanders (4 percent), and American Indian (nearly 2 percent).

   Kern County is becoming more ethnically diverse. The White majority is aging rapidly and Hispanic ethnic groups less than 18 years of age became the majority of the youth of the county in 2001. Projections from the California Department of Finance Demographic Research Unit indicate that Hispanics will become the majority ethnic group in 2018. Projections also indicate that African American, American Indian, and Asian-Pacific Islander ethnic groups will increase steadily in number and maintain their share of the county's population at 6 percent, 2 percent, and 4 percent respectively.

   The local labor market will demand increasing numbers and proportions of workers with post-secondary training at the associate degree and certificate level that is less than a bachelor's degree. According to the State of California Employment Development Department 2006-2016 Kern County Projection Highlights, the forecast for total employment is 347,400 in Kern County by 2016. The increase represents a gain of 44,600 jobs and a growth rate of 14.7 percent over the ten-year period. This rate is slightly above the statewide growth rate estimate of 14.6 percent for California during same forecast period.

   The Professional and Business Services sector will generate an estimated 7,100, the largest number of new jobs for the 2006-2016 outlook period. An estimated 16,000 new jobs will occur in the Education, Health Care and Social Assistance, Government, and Farm sectors. The fastest growing nonfarm industry sector is Professional and Business Services with an annual average growth rate of 2.8 percent. Other major industry sectors with significant growth rates are Wholesale Trade (2.4 percent), Education, Health Care and Social Assistance (2 percent) and Leisure and Hospitality (1.8 percent). Manufacturing, Government, Construction and Other Services will grow at rates below the average annual growth rate for the county's nonfarm employment.

   A recent Kern County labor market assessment prepared for the Kern Economic Development Corporation identified multiple challenges with regard to the area's future economic development. A number of these challenges quoted directly from the labor market assessment below, specifically identify needs for the Kern Community College District and Bakersfield College to address.

   - *Educational levels in Kern County are below the state and national figures. ….*
   - *Some skills are not available for the local workforce or are difficult to recruit or retain. These include maintenance mechanics/electricians, clerical workers with advanced computer skills, experienced inbound call center representatives, field workers, and experienced maintenance workers. …*

- *Employers report minimal interaction with local post-secondary institutions for general and customized training programs, as well as for recruiting opportunities.*

Furthermore, the labor market assessment advocates that certain steps must be taken to fully address the challenges to the region's economic development. Excerpts from six of the eleven steps highlight actions in which Bakersfield College will play a significant role:

- *The region should emphasize economic development in all business sectors. …. The county is not yet ready to market itself as a "high-tech" location. It has an insufficient base of "high-tech" employers and occupational skills, and the computer literacy of its residents needs to be elevated. …. Success in this direction will require a leading role by Cal State, Bakersfield College, and other post-secondary institutions.*
- *It is important to improve the image of vocational-technical education for students who are not college bound. The area's two-year, post-secondary schools are urged to continue to expand their business and technology-focused training. Concerted efforts need to be made to attract students into these programs.*
- *A closer link between workforce development and economic development is needed. …. GED, computer literacy, and ESL adult classes need to be easily accessible and open late at night or early in the morning to be successful.*
- *Area education and training institutions should conduct additional outreach to regional residents to capture their interest in obtaining new skill sets. Educational programs geared to adults should be publicized regularly in local newspapers and other media outlets to inform residents and employers of education and training opportunities.*
- *County employers report that they have minimal interaction with post-secondary institutions for both workforce training and recruiting opportunities. This disconnect results in a lack of full understanding of the training needs of area industries among area educators and employers' understanding of the training resources available locally. ….*
- *Efforts must be taken to keep local graduates in the area. Employers should expand on-campus recruiting as one effort. An expansion and increased development of co-ops, internships, and apprenticeships is also critical.*

2. **Under Prepared Students** Trends of Bakersfield College intake assessment test results, in addition to state and national data and research, indicate that there will be increasing numbers of academically under prepared individuals enrolling at the College. The College will work with service area secondary and adult education schools to address collectively this great need. Assignment of boundaries and responsibilities by developmental education level will be explored in order to be more effective in remediating under prepared students and more efficient and accountable in the use of limited taxpayer dollars.

3. **Flexibility and Vision** There will be continued need to restructure curriculum, programs, and services to better facilitate district-wide community economic development and workforce preparation via:

- Student success in professional, career, and technical education that is responsive to consumer and business needs;
- Seamless career pathways that include non-credit short courses, certificate programs, associate degrees, and preparation for baccalaureate degrees and beyond;
- Accurate and efficient intake assessment that ensures all entering students the best opportunity for success by correct placement into college courses or effective remediation for those who need it;

- Cultivation of students' lifelong learning and civic engagement skills throughout their entire college experience, and the development of lifelong learning opportunities for the entire community;
- Assessing and identifying community non-credit education needs, and fulfilling these needs through fee-for-service programs.

4. **Systems and Processes** There is continued need for methodical and comprehensive analysis of Bakersfield College systems and processes, within the context of the Kern Community College District system, to ensure effective and efficient application of district resources toward improving student-learning outcomes. These core processes include:

    - Administrative processes, such as budget development, financial transactions, information systems, and human resources;
    - Learning services processes, such as registration, all phases of matriculation, and enrollment management;
    - Teaching and learning processes, such as strengthened commitment to the "Seven Principles of Good Practice in Undergraduate Education, learning communities, and innovations in technologically-based education;
    - Accountability processes, such as measuring and reporting student learning outcomes and institutional effectiveness;
    - Curriculum processes from applying data on student academic achievement to curriculum review and continuous improvements in pedagogies.

5. **Funding** While state funding for Kern Community College District improved in the 2007-2008 fiscal year, there have been subsequent reductions each year requiring the College to review priorities and make tradeoffs in resource allocation. The College will develop alternative funding sources and nurture strategic partnerships in the community that are consistent with the institution's infrastructure, core processes, and its ability to meet the expected outcomes of the funding source. KCCD and Bakersfield College will continue to seek systemic and curricular efficiencies as a means to delivering core student learning and foundational processes.

6. **Accountability** In order to fulfill its mission effectively, Bakersfield College will specifically define teaching effectiveness and student success, as it pertains to core student learning and foundational processes, and systematically measure, evaluate, and communicate achievement of results in a self-reflective planning and institutional effectiveness process. Faculty, staff, and administration will cooperate not only to meet new accreditation mandates through development of new student outcomes assessment and institutional effectiveness systems and processes. Additionally, faculty, staff, and administration will assure that use of assessment data to improve curriculum and pedagogies, drive budgeting, facilitate decision-making to improve efficiency, and maintain stakeholder credibility and support.

7. **Staff Development** There will be continued need to engage in organizational and staff development to focus all College energies and resources toward improving student learning, as evidenced by student learning outcomes identified in a continuous self-reflective institutional effectiveness process. The College will rekindle the development of a "Center for Teaching and Learning" and seek new resources to support continued educational experimentation and innovation in support of the "student learning model." Improved staff development opportunities for faculty in transfer articulation processes and procedures, the "Seven Principles of Good Practice

in Teaching," and the AAHE "9 Principles of Good Practice for Assessing Student Learning" are all essential for improving student outcomes.

8. **Technology** The College will increasingly depend upon technological solutions in order to effectively satisfy the continued demand for student learning programs and services. If the College is going to serve increasing numbers of students and operate more efficiently, it will prioritize, improve, and protect its technological resources. In this regard, the College and the District will commit to a thorough examination of core processes and systems to assure appropriate applications of technology for continuous improvement of College efficiency and effectiveness.

9. **Articulation** Fiscal restraints and accountability pressures require stronger articulation and coordination of programs and services across the entire K-16 public education system, including the colleges within the Kern Community College District. The College can expect more of its students enrolling in more than one institution while pursuing their educational goals among the three KCCD colleges and among other colleges and universities. It is therefore imperative to more closely align and coordinate the curriculum and core educational processes across the higher education system within the Kern service area and beyond to improve student success and goal achievement.

10. **Diversity** The community and the College are becoming more and more diverse under the impact of globalization, demographic change, and the increasing variety of socio-economic and other needs inherent in the students who enroll in this open access institution. A recent study of diversity in California community colleges estimates that as many as 27 percent of first-time students are immigrants, a fact which is reflective of the trend impacting Bakersfield College. This growing population often needs special attention through heightened services and carefully crafted curriculum that addresses their unique needs. Bakersfield College is firmly committed to assuring such equitable access, support, and success for all students and to directly addressing the value of diversity in the curriculum, in student support services, and in the hiring of faculty and staff.

11. **Community College Value** Local California taxpayers and the stewards of their money in Sacramento must be educated as to the exceptional return on investment for every dollar invested in a community college. A groundbreaking socio-economic model used in 350 community colleges across North America has found that there is a tremendous return for every taxpayer dollar invested in a community college.

    This message is further substantiated in the "Closing the College Participation Gap - State Profile for California." In addition to making a strong case about the need to expand California post-secondary access by an additional 582,000 students beyond its current capacity, the study states that:

    > *States and the nation as a whole also reap substantial rewards from having a well-educated citizenry. Personal incomes tend to rise with each step up the education ladder. Among the many perks that flow to states are increased tax revenues, shrinking welfare rolls and reduced child poverty rates, to name a few.*

    Community colleges promote exceptional contributions to society from their graduates by:

    - Promoting economic development and growth – increasing tax revenues by direct investment into the state's economy and by the increased income and resultant spending by community college students

- Generating savings associated from improved lifestyles including reduced crime, improved health habits, and reduced welfare dependency and unemployment.

12. **Community College Benefits** As a result of Bakersfield College, the citizens and communities surrounding Bakersfield will have:

    - High quality, convenient and cost-effective learning opportunities
    - Access to learner-centered education and training with a wide array of lifelong learning opportunities
    - Access to courses, programs, and services that instill competencies that lead to employment at or above the average wage and result in a better educated workforce
    - Graduates with steady income in higher-paying jobs
    - Graduates who will be better prepared for citizen participation and for the workplace;
    - Enhanced capacity to attract and retain businesses
    - Businesses with the capacity to generate sustainable economic growth and create living wage jobs
    - The capacity to access information, expertise, technology assistance and resources needed to be competitive in the global economy
    - Educated and informed community leaders who possess the vision and knowledge to build healthier communities
    - Access to a wide array of cultural opportunities
    - Access to the benefits of partnerships created with various private and public entities
    - Learning environments which optimize physical safety and supportive learning conditions
    - Programs and services which demonstrate accountability with respect to quality, productivity and the changing needs of the community.

Strategic Priorities

Strategic Plan Appendix A: Strategic College Goals, Objectives, Indicators and Alignment with Actionable Improvement Plans and KCCD Strategic Goals

Bakersfield CollegeStrategic Goals 2012-2015	Objectives	Outcome Measures	Actionable Improvement Plans[1]	KCCD Strategic Goals	Responsible Administrator/ Champion
Goal 1: Student Success Become an exemplary model of student success by developing and implementing best practices	1.1 Evaluate and improve matriculation process	Use # and % completions for fall term, first time students: 1.1.1 Orientation 1.1.2 Assessment for Placement 1.1.3 Counseling 1.1.4 Student Ed Plan	AIP 3 Student Support Services (Standard II.B)	Goal 1 Become an exemplary model of student success	1.1 VP Student Services/ Faculty tbd
	1.2 Develop and implement prerequisites across departments for courses meeting same transfer requirement	1.2.1 Evaluate feasibility of instituting prerequisites in transfer subgroups A-E for IGETC and CSU transfer patterns	AIP 1 Institutional Effectiveness (Standard I.B)		1.2 Exec. Vice President & Academic Senate President & other AIP 1 leaders
	1.3 Improve student success in distance education courses to correspond with student success in traditional courses	Use department and collegewide: 1.3.1 Success rates 1.3.2 Retention rates 1.3.3 Equivalent services 1.3.4 Student satisfaction	AIP 2 Instructional Programs (Standard II.A)		1.3 Dean of Learning Resources/ ISIT Co-chair
	1.4 Follow-up nonreturning students through exit interviews	1.4.1 Research feasibility of implementing exit interviews			1.4 VP Student Services
	1.5 (KCCD 1.1) Increase the percentage of students who successfully complete 12 units within one year	1.5.1 Use for baseline: total students successfully completing 12+ units summer 2011 through spring 2012; % change summer 2012 through spring 2013			1.5 Exec. Vice President & VP Student Services
	1.6 (KCCD 1.2) Increase the percentage of students who, within a one-year	1.6.1 Develop collaborative efforts with the support of district office resources to			1.6 Exec. Vice President

Bakersfield CollegeStrategic Goals 2012-2015	Objectives	Outcome Measures	Actionable Improvement Plans[1]	KCCD Strategic Goals	Responsible Administrator/ Champion
	period, successfully complete English or Math courses both one level below transfer and at the transfer level	increase the percentage of successful completions for transfer level and pre-collegiate English, English as a Second Language, Math, and Reading courses using a baseline established in 2011-12. Use for baseline: total successful completions summer 2011 through spring 2012 in: 1.6.1 English 1 level below transfer (ENGL B50, ENSL B50) 1.6.2 English transfer level (ENGL B1a) 1.6.3 Math 1 level below transfer (MATH BD) 1.6.4 Math transfer level (B2, B4a, B16, B22, B23, PSYC B5, B1a, B1b, B6a) 1.6.5 Reading 1 level below transfer (ACDV B50, ENSL B31)			& Deans/ Faculty from Academic Development, Counseling, English, English as a Second Language, Mathematics
	1.7 (KCCD 3.1) Increase scores on all Community College Survey of Student Engagement (CCSSE) benchmarks by 2-3% as measured by the CCSSE 2011 baseline; follow-up will be spring 2014	Use for baseline CCSSE Benchmark Scores spring 2011: 1.7.1 Active and Collaborative Learning (53.4) 1.7.2 Student Effort (47.3) 1.7.3 Academic Challenge (54.3) 1.7.4 Student-Faculty Interaction (48.6) 1.7.5 Support for Learners (50.7)		Goal 3 Foster a comprehensive and rich learning environment	1.7 Exec. Vice President & Deans
Goal 2: Communication Enhance collaboration, consultation, and communication within the	2.1 Improve morale and perception of communication	2.1.1 Use Climate Survey fall 2011 as baseline		Goal 2 Create a collaborative culture and a positive climate	2.1 President, Academic Senate Pres., CSEA
	2.2 Evaluate effectiveness of Human Resources services provided at the College	2.2.1 Develop, implement, and evaluate an annual review of its services, including EthicsPoint, to the college 2.2.2 Clarify the role of KCCD Human Resources at	AIP 4 Human Resources (Stnd III.A)		2.2 President

Bakersfield CollegeStrategic Goals 2012-2015	Objectives	Outcome Measures	Actionable Improvement Plans[1]	KCCD Strategic Goals	Responsible Administrator/ Champion
college and with external constituents.		Bakersfield College 2.2.3 Develop, implement, and evaluate an annual survey to all employees regarding the college's and district's adherence to written policies ensuring fairness in all employment procedures 2.2.4 Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness of the process			
	2.3 (KCCD 6.2-6.3) Develop and sustain partnerships with area educational institutions, businesses, and industry to enhance and respond to community need; After baseline increase 5-10%	Use APR 2011-12 data as baseline: 2.3.1 Number of partnerships with education institutions 2.3.2 Number of advisory boards 2.3.3 Number of community partners and collaborations	No related AIP	Goal 6 Respond to community needs	2.3 Dean, Career & Technical Education
Goal 3: Facilities/ Infrastructure Improve maintenance of college facilities and infrastructure.	3.1 Implement and evaluate the new maintenance and operations software system	Document: 3.1.1 Number of service requests received 3.1.2 Number of services orders completed	AIP 5 Physical Resources (Stnd. III.B)	Goal 3 Foster a comprehensive and rich learning environment	3.1 Exec. Director, Admin. Services
	3.2 (KCCD 3.2) Prioritize maintenance and repairs	3.2.1 Criteria to prioritize maintenance 3.2.2 Scheduled maintenance activities 3.2.3 Number of maintenance requests completed on schedule			3.2 Exec. Director, Admin. Services
	3.3 Improve collegewide cleanliness efforts	3.3.1 Identify cleanliness standard			3.3 Exec. Director, Admin. Services

Bakersfield CollegeStrategic Goals 2012-2015	Objectives	Outcome Measures	Actionable Improvement Plans[1]	KCCD Strategic Goals	Responsible Administrator/ Champion
Goal 4: Oversight & Accountability Improve oversight, accountability, sustainability and transparency in all college processes.	4.1 Review college processes with collegewide committees, departments, programs, and staff/student organizations, and provide training where needed 4.2 Implement budget development timeline revision	Document: 4.1.1 Number of trainings provided and number attending 4.1.2 Number of programs receiving training 4.2.1 Evaluate effectiveness of budget development timeline 4.2.2 Determine budget efficiency: Ratio of actual expenditures to total budget	AIP 1 Institutional Effectiveness (Standard I.B)	Goal 4 Strengthen personnel and institutional effectiveness Goal 5 Manage financial stability	4.1 President or designee & AIP 1 leaders 4.2 Exec. Director, Admin. Services
Goal 5: Integration Implement and evaluate existing major planning processes.	5.1 Evaluate major planning processes, instructional programs, student services, and administrative services	5.1.1 Develop instrument fall 2012 5.1.2 Pilot and refine instrument February 2013 5.1.3 Administer and analyze March 2013 5.1.4 Communicate findings April 2014	AIP 1 Institutional Effectiveness (Standard I.B)	Goal 4 Strengthen personnel and institutional effectiveness	5.1 Exec. Vice President & Director, Institutional Research & Planning & other AIP 1 leaders

[1] From Spring 2012 Self Evaluation Report for Educational Quality and Institutional Effectiveness

Opportunities for the Future

Future Labor Markets

The U.S. Chamber of Commerce has estimated that 90% of all jobs in the future will require some form of postsecondary education. The U.S. Department of Labor has estimated that one-third of future jobs will demand skills in the science, technology, engineering and mathematics (STEM) disciplines. These observations are stimulating the calls for more students to complete their college degrees and for increased efforts to attract more students to major in the STEM disciplines. These national trends are echoed in California.

The Public Policy Institute of California (PPIC) has pointed to a mismatch between the level of education the future population is likely to possess and the level of education that will be demanded by the future state economy. In their analysis the supply of college-education workers will not meet the projected demand. These estimates portend an opportunity for the College to contribute to the economic vitality of the society and to secure future employment for its graduates. In this longer-term view to 2025, the two industries with the greatest growth (state and local government and health care and social assistance) both require a significant portion of the prospective employees to be college educated. Collectively, those occupational areas where 60% or more of the individuals employed have a college degree are anticipated to represent 29% of the workforce in California. Some of the details from in the PPIC analysis are illustrated in the two tables below.

California Growth Industries & Education

	Industry Share of State Employment (%)			Workers Within Industry (%)		
High-growth Industries*	**1990**	**2006**	**2025**	**1990**	**2006**	**2025**
Administration & support	3.7	6.5	8.3	14	17	21
Accommodation & food services	4.4	8.1	8.2	15	15	16
Health care & social assistance	7.1	8.8	9.8	37	41	46
Professional & scientific services	4.7	6.2	7.2	52	67	87
Construction	4.6	5.7	5.9	13	11	10
Arts, entertainment & recreation	0.4	1.6	1.7	23	38	57
Education services	1.5	1.8	2.1	56	64	74
Other services	2.7	3.4	3.3	16	20	26
Local & state government	13.8	14.4	14.3	46	52	59
Finance, insurance	3.6	4.2	3.8	32	46	64
* Those growing as a share of overall employment						

Source: Public Policy Institute of California. *California's Future Workforce*. 2008

California Growth Occupations & Education

	Occupations Share of State Employment (%)			College-Educated Workers Within Occupation (%)		
High-growth Occupations*	**1990**	**2006**	**2025**	**1990**	**2006**	**2025**
Construction & maintenance	3.8	5.8	6	7	7	6
Computer & mathematical science	1.2	2.5	3.3	65	69	75
Building & grounds cleaning & maintenance	1.9	3.8	3.9	4	5	6
Business operations	1.1	2.6	3	31	53	80
Transportation & material moving	4.9	6.6	6.7	8	8	7
Education, training & library	5.4	6	6.9	78	77	76
Health care practitioner & technical	3.3	3.8	4.3	59	64	70
Community & social services	0.5	1.3	1.4	64	63	61
Personal care & service	2.1	3	3	10	15	22
Management	5.6	6.4	6.4	42	54	70
Heath care support	1.9	2.1	2.6	12	16	21
Food preparation & service	6.8	7.2	7.4	7	10	13
Protective service	1.9	2.2	2.3	20	26	33
Legal	0.6	0.8	0.8	82	79	75
Arts, design, entertainment, sports & media	2.5	2.5	2.6	48	60	74
*Those growing as a share of overall employment.						

Source: Public Policy Institute of California. *California's Future Workforce.* 2008

Several leading occupations can be identified that will require educated workers in the future, if the entire state economy is considered with a focus on the high demand/high wage STEM occupations. The occupational family with the greatest projected demand that commonly requires an Associate Degree for entry is healthcare. The healthcare support job family is the second largest group, followed by computer and math science, and engineers and technicians. Students educated in these fields will have the most opportunities for relocating to areas throughout the State where there will be more available jobs.

Where the California Jobs Will Be In 2018 (in thousands of jobs)

Occupation Group	Occupation	Some College	%	Associate Degree	%	Bachelor's Degree	%	Total
STEM	Computer & Math Science	89	16%	45	8%	242	44%	545
STEM	Architects & technicians	13	20%	9	14%	25	38%	65
STEM	Engineers & technicians	34	11%	28	9%	141	44%	317
STEM	Life and Physical Scientists	9	6%	6	4%	45	32%	140
STEM	Social Scientists	5	6%	3	4%	27	33%	82
Healthcare	Healthcare Practitioners	109	13%	160	19%	239	29%	836
Healthcare	Healthcare Support	148	33%	51	11%	49	11%	448

Source: Carnival, Anthony; Smith, Nicole; and Strohl, Jeff (2010). *Help Wanted: Projections of Jobs and Educational Requirements Through 2018*. Center on Education and the Workforce, Georgetown University.

The pubic-private partnership known as the California Partnership for the San Joaquin Valley has identified five industry clusters that they believe should be targeted as part of the efforts to support a highly skilled workforce and promote a competitive economy in the Central Valley. The identified clusters are: (1) Agribusiness, including Food Processing, Agricultural Technology, and Biotechnology; (2) Manufacturing; (3) Supply Chain Management and Logistics; (4) Health and Medical Care; and (5) Renewable Energy. The Partnership envisioned high quality vocational training and academic institutions in the Central Valley that would educate the workforce.[7]

The Centers for Excellence have completed a series of environmental scans and studies to further document the occupational opportunities and related educational requirements in several of these targeted clusters. For example, the agriculture value chain is defined using four clusters: (1) support; (2) production; (3) processing and packaging; and (4) distribution statewide. Agriculture employs close to 2.5 million individuals with more than 800 job titles within the agriculture value chain. When surveyed, a majority of the employers indicated an interest in on-site, customized training for current employees and a certificate specific to each occupation. Employers indicated some interest in two and four-year degree programs specific to an occupation. Two-thirds of the employers were interested in potential partnerships with colleges and in creating internship opportunities. With the exception of production, employment opportunities are positive in the other three clusters over the next five years.[8] The concluding recommendations in the study stressed the creation of partnerships and consideration for contract education as the mode of service delivery.

[7] California Partnership for the San Joaquin Valley. *Strategic Action Proposal.* October, 2006
[8] Centers of Excellence. *Agriculture Value Chain for California*. June, 2011

Agriculture Value Chain Occupation Projections by Sector

Sector	2011 Jobs	5-year Growth	Average Hourly Wage
Support	1,446,232	183,018	$24.56
Production	206,303	-36,364	$23.34
Processing/Packaging	226,216	5,137	$23.49
Distribution	585,014	29,913	$24.04
Totals	**2,463,765**	**181,704**	**$23.87**

Source: Centers for Excellence. *Agriculture Value Chain in California*. June, 2011

In their study of the bio-energy industry the Centers defined the industry as consisting of five clusters: (1) agriculture, forestry, fishing and hunting; (2) manufacturing; (3) professional, scientific and technical services; (4) public administration; and (5) utilities. Surveys of employers indicated that most experienced difficulty in finding qualified candidates for bio-energy occupations. Employers in the Central Valley expect to increase hiring in seven key occupations over the next three years. The associate degree was identified as an appropriate preparation for three of the occupations that will account for 210 of the 350 projected new jobs[9].

Bio-Energy Occupations in the Central Valley

Occupation	2010 Job	3-Yr Projected Growth	Growth Rate	Ed Level
Bio-energy Manager or Supervisor	105	0	0%	
Biomass Plant Technician	455	35	8%	
Bio-energy Engineering Technician	525	0	0%	
Bio-energy Instrument and Controls Technician or Operator	595	35	6%	AA
Methane Gas Generation System Technician or Operator	420	140	33%	AA
Bio-Energy Research Assistant or Analyst	70	105	150%	
Biofuels Processing Technician	875	35	4%	AA
Totals	**3,045**	**350**	**11%**	

Source: Centers of Excellence. *Bio-energy Occupations in California*. January, 2011

The Centers also studied medical imaging occupations in 14 counties that comprise the Central Valley. They project a need for 987 medical imaging positions over the next three years in those counties. Among the five occupations, employers had the greatest difficulty hiring cardiovascular technicians and radiologic technician subspecialties. Employers expressed a strong preference for associate degree preparation to enter these occupations. The study findings support the creation, adaptation and expansion of medical imaging programs throughout the region.[10]

[9] Centers of Excellence. *Bio-Energy Occupations in California.* January, 2011
[10] Centers of Excellence. *Medical Imaging Occupations in the Central Region.* March, 2011

Medical Imaging Occupations in the Central Valley

Occupation	2010 Jobs	3-Yr Projected Growth	Growth Rate	Average Annual Openings	Hourly Wage*
Cardiovascular Technologist	379	494	30%	165	$29.47
Diagnostic Medical Snographer	616	837	36%	279	$28.53
Nuclear Medicine Technician	205	265	29%	88	$35.97
Radiation Therapist	169	259	53%	86	$34.41
Radiologic Technologist	1,505	1,761	26%	587	$27.31
Total	**2,874**	**3,616**	**26%**	**1,205**	**$31.14**

*entry level

Source: Centers of Excellence. *Medical Imaging Occupations in the Central Region*. March, 2010

In 2009 the Centers of Excellence completed a study of Energy Efficiency Occupations in the Central Valley region. These occupations are commonly found in three different industry sectors: (1) public or private utilities; (2) building design and construction; and (3) building or facility operations and maintenance. With the help of survey responses from 214 firms, the study focused on eight occupations, which totaled 3,200 jobs, based on the survey responses, but could be as high as 10,800 jobs. All eight occupations showed growth over the projection period of three years and employers reported having difficulty finding qualified applicants for openings. Employers also expressed great interest in training programs that could be offered by community colleges.[11]

Energy Efficiency Occupations in the Central Valley

Occupation	2009 Jobs	3-Yr Projected Growth	Growth Rate
Resource conservation or energy efficiency managers	2,000	440	22%
Project managers for construction or design work	1,890	520	28%
HVAC mechanics, technicians or installers	1,780	820	46%
Building performance or retrofitting specialists	1,290	460	36%
Building operators or building engineers	1,140	220	19%
Energy auditors or home energy raters	1,000	420	42%
Compliance analyst or energy regulation specialists	870	260	30%
Building controls systems technician	820	280	34%
Total	**10,790**	**3,420**	**32%**

Source: Centers of Excellence. *Energy Efficiency Occupations in the Central Region.* October 2009

Given the geography, geology, common weather conditions and alternative energy firms that are developing in Kern District service area, this study may be most pertinent to the educational program planning activities of the College.

Representatives from the Centers of Excellence recently addressed the question, "Where should community colleges invest resources to support "green" employment?"[12] They concluded that the solar industry has a sufficient supply of programs and courses offered by the community colleges. These programs are considered most successful when instruction is informed by industry

[11] Centers of Excellence. *Energy Efficiency Occupations in the Central Region.* October 2009
[12] Centers of Excellence. "Green Job Opportunities," Presentation to the California Community College Association for Occupational Education (CCCAOE) Conference, October, 2011

certificate standards. Wind industry employers present limited instructional program opportunities for the colleges. The College could consider forming partnerships with employers near college facilities, or developing strategies to incorporate wind turbine technician training into existing programs. Two-thirds of the jobs in the energy efficiency industry are traditional occupations, not new occupations. Colleges are advised to invest in new content for existing courses, build relationships with employers to create apprenticeships, and "pipeline" training programs, and direct the instruction to industry certification standards. The bio-energy industry, which is strongly tied to the agriculture industry, is projected to have slow growth, and therefore, few new employment opportunities. For the present, the colleges are advised to monitor state and federal policy or legislation that may support the industry in California. Alternative transportation as an industry is located within large vehicle fleet operations. Where these are near a college, the recommended strategy is to embed alternative fuels education into existing electrical and automotive instructional programs. The compliance and sustainability employment opportunities span across several industries and affect both public and private employers. The greatest need in compliance and sustainability is knowledge of regulations and policy.

These state and regional highlights of occupations for the future provide opportunities for those students willing and able to relocate. There are opportunities for students with different levels of education from industry certification to an associate degree or a bachelor's degree. As noted below, there are some future employment opportunities in the local county economy as well. The labor market information below was developed by the California Employment Development Department (EDD) through surveys they conducted with business and industry. That work was completed in 2007 for the ten-year projection 2008-2018. At the time neither the survey respondents nor the officials at EDD could have anticipated the depth of the recession that started in 2008 or the protracted nature of the recovery with particularly severe consequences to state and local government employment. While the economy is recovering, it has been a relative "job-less" recovery with more employment growth in the private sector than in public sector jobs. The projections that follow will be interpreted with this caveat in mind.

Through the year 2018, the EDD expects the fastest growing industry sectors in Kern County to be Education Services, Health Care and Social Assistance, each with an annual growth rate of about 4%. Several other sectors will exceed the average annual growth rate of 1.4%. These include Wholesale Trade (3.3% annual growth), Professional and Business Services (2.5% annual growth), and Leisure and Hospitality (2.1% annual growth). Between 2008 and 2018, approximately 43,100 new jobs are expected from industry growth while 71,200 job openings are anticipated from net replacements. That is a combined total of more than 114,300 job openings.[13]

In Kern County, 50 occupations with *the most job openings* are expected to make up 57% of all job openings. The occupations with the highest growth numbers are predicted to be farm workers and laborers (crop, nursery, and greenhouse), cashiers, and retail salespersons. None of these are particularly high paying occupations and all usually require only short-term on-the-job training. Occupations requiring little to moderate amounts of on-the-job training (up to 12 months) make up 35 of the 50 occupations with the most openings. Therefore, there are opportunities for the College to contribute to the economic development of the County by providing education and skill development experiences that will lead to higher-wage jobs. Occupations with growth expectations, and which require an Associate Degree or higher include management analysts, registered nurses, general and operations managers, elementary and secondary school teachers, farm, ranch and other

[13] State of California, Employment Development Department "2008-2018 Kern County Projection Highlights," *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

agricultural managers and accountants and auditors.[14] The list of the Kern County occupations with the most anticipated openings with selected education levels is found in the table below.

[14] State of California, Employment Development Department "Occupational Projections for Kern County 2008-2018" *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

Kern County Most Openings 2008-2018 & Selected Education Level

Occupational Title	Total Job Openings	Annual Job Openings	2010 Median Hourly	2010 Median Annual	Education
Accountants and Auditors	500	50	$30.17	$62,756	Bachelor's
Elementary School Teachers, Except Special Education	2,640	264		$60,351	Bachelor's
Middle School Teachers, Except Special and Vocational Education	620	62		$55,556	Bachelor's
Secondary School Teachers, Except Special and Vocational Education	980	98		$62,712	Bachelor's
Registered Nurses	1,730	173	$38.49	$80,063	Associate
Licensed Practical and Licensed Vocational Nurses	660	66	$22.02	$45,794	Post-secondary Voc Ed.
Medical Secretaries	810	81	$12.24	$25,455	Post-secondary Voc Ed.
Electricians	660	66	$28.50	$59,291	12 mos + OJT & formal ed

Source: State of California, Employment Development Department, "Kern County Occupations With The Most Growth Projected 2008-2018"; analysis by Cambridge West Partnership, LLC

Of the 50 *fastest-growing* occupations in County that anticipate an annual growth rate of 2.5% or more, one-third are health related. Occupations with the highest percentage of expected growth are home health aides (59%) and medical scientists (52%). Three occupations are tied for third place at 50% growth over ten years- physical therapists, network systems and data communications analysts, and dental hygienists. The list of the Kern County occupations with the most anticipated openings and the required education level for each is found in the table below.

Kern County Fastest Growing Occupations 2008-2018 & Selected Education Levels

Occupational Title	Annual Av 2008	Annnual Average 2018	Empl Chg Percent	2010 Median Hourly	2010 Median Annual	Education
Computer Software Engineers, Applications	440	650	47.7	$44.66	$92,889	Bachelor's
Environmental Scientists and Specialists, Including Health	200	280	40.0	$34.66	$72,090	Bachelor's
Industrial Engineers	240	320	33.3	$42.27	$87,938	Bachelor's
Logisticians	350	480	37.1	$35.40	$73,622	Bachelor's
Network Systems and Data Communications Analysts	220	330	50.0	$34.10	$70,932	Bachelor's
Personal Financial Advisors	210	270	28.6	$18.92	$39,349	Bachelor's
Petroleum Engineers	290	390	34.5	$56.39	$117,295	Bachelor's
Sales Engineers	200	280	40.0	$39.33	$81,790	Bachelor's
Dental Hygienists	220	330	50.0	$38.78	$80,679	Associate
Medical and Clinical Laboratory Technicians	240	330	37.5	$15.94	$33,157	Associate
Medical Records and Health Information Technicians	240	320	33.3	$13.58	$28,247	Associate
Paralegals and Legal Assistants	240	310	29.2	$25.25	$52,537	Associate
Radiologic Technologists and Technicians	350	470	34.3	$28.12	$58,491	Associate
Registered Nurses	3,290	4,440	35.0	$38.49	$80,063	Associate
Respiratory Therapists	220	310	40.9	$23.75	$49,401	Associate
Fitness Trainers and Aerobics Instructors	230	320	39.1	$18.25	$37,957	Post-secondary Voc Ed.
Licensed Practical and Licensed Vocational Nurses	980	1,320	34.7	$22.02	$45,794	Post-secondary Voc Ed.
Massage Therapists	280	370	32.1	$16.26	$33,821	Post-secondary Voc Ed.
Medical Secretaries	1,450	2,060	42.1	$12.24	$25,455	Post-secondary Voc Ed.
Coaches and Scouts	210	270	28.6	[2]	$39,911	12 mos + OJT & formal ed
Telecommunications Equipment Installers and Repairers, Except Line Installers	380	480	26.3	$28.70	$59,693	12 mos + OJT & formal ed

Source: State of California, Employment Development Department, "Kern County Fastest Growing Occupations Projected 2008-2018"; analysis by Cambridge West Partnership, LLC

The EDD has projected that approximately 11,000 job openings will be available in Kern County each year between 2008 and 2018. Only 8% of these jobs require an Associate Degree or some form of postsecondary vocational education. Preparation at the Bachelor's Degree level is the most common entry path for another 17% of these openings.[15]

Kern County Average Annual Job Openings by Education or Training Level

Training Levels Bureau of Labor Statistics	2008-2018 Annual Average Total Job Openings	%
BA + work experience	430	4%
Bachelor's Degree	1,390	13%
Associate Degree	410	4%
Postsecondary Vocational Education	480	4%
Total	2,710	
Graduate education	370	3%
OJT	7,840	72%
Total	8,210	
Grand Total	**10,920**	**100%**

Source: State of California, Employment Development Department, "Kern County Occupational Projections 2008-2018"; analysis by Cambridge West Partnership, LLC

Planning Considerations for Potential New Programs

Bakersfield and Cerro Coso Colleges are the only public providers of post-secondary education in Kern County. The Educational Center at Lake Isabella, operated by Cerro Coso College, is less than a one-hour drive from the main campus of Bakersfield College. College of the Sequoias presently operates from two sites within Tulare County and will be opening a third site within a year in the city of Tulare, only a 30-minute drive from the Delano Educational Center. The main campus for College of the Sequoias is in Visalia, a forty-five minute drive to the Delano Educational Center. Taft College, located in Kings County, is a one-hour drive from the Bakersfield College main campus but will be a shorter drive to a new educational center site, which is proposed to be located south of the city of Bakersfield. At this time students living in the southwest portion of the Bakersfield College service area are know to enroll in some classes at Taft College. Combined, College of the Sequoias, Taft College, Cerro Coso College, and Bakersfield College offer 341 degrees and/or certificates in fields of study described in the California Community College Chancellor's Office Taxonomy of Programs manual.[16] Please see the two charts plotting the location of competitors that are located in the appendices. The most popular career and technical education program, Automotive Technology, has eight programs offered among the four public community colleges. Before new career and technical instructional programs are implemented, care will be taken to analyze the existing programs offered by these institutions.

[15] State of California Employment Development Department, "2008-2018 Kern County Projection Highlights" *Labor Market Information* Retrieved November 2, 2011 from http://www.labormarketinfo.edu.ca.gov

[16]California Community College Chancellor's Office, *Program Inventory* Retrieved November 11, 2011 from http://www.cccco.edu/ChancellorsOffice/Divisions/Academic Affairs/inventory of programs

The enactment of the Student Transfer Achievement Reform (STAR) Act (aka SB 1440) provided the College with an opportunity to "retool" some of its current transfer-oriented programs, and to introduce new ones. The legislation requires a community college district to grant an associate degree for transfer to any student in his/her field of study once the student has met degree and transfer requirements for a particular major. Upon completion of the transfer associate degree, the student is eligible to transfer, with junior standing, into a local California State University (CSU) campus. Students will be given priority when applying to a particular program that is similar to his/her community college field of study. The bill prohibits a community college district or campus from adding local course requirements in addition to requirements of the STAR Act, and prohibits the CSU from requiring a transferring student to repeat courses similar to those taken at the community college that counted toward their associate degree for transfer.

The statewide strategy to implement the STAR Act is to develop transfer model curriculums (TMC) through inter-segmental faculty dialogue using the structure of the course identification numbering system (C-ID) as much as possible so that common course descriptions will be used as curriculum building blocks. The initial focus of the project is on the 20 most popular transfer majors within the CSU. The goal is to develop a model curriculum that all community colleges could adopt for each major. Sixteen TMCs have been completed since the law was enacted. Another group of five model curriculums is almost finalized. Bakersfield College presently has the authority to offer fourteen programs of study that might align with the currently approved TMCs. During academic year 2011-12 the curriculum committee at the College is considering some of these other programs of study as candidates to implement using the approved TMCs.

The College also offers several additional programs that potentially align with one of the established CSU Lower Division Transfer Preparation (LDTP) patterns, but are not yet aligned to a prospective TMC.[17] A complete analysis of the extent to which current College programs of instruction align with the TMCs and the 42 major fields of study included in the LDTP program can be found in the appendices.

In an effort to identify new program areas that would meet labor market needs in Kern County, an analysis was completed of the occupations expected to have 20 or more job openings annually through the year 2018. The list was filtered using the Bureau of Labor Statistics training level definitions with a focus on those occupations requiring a Bachelor's or Associate Degree, some post-secondary vocational education, or long-term on-the-job-training of more than twelve months (either of which might culminate in a certificate). Those occupations that qualified were mapped through the Standard Occupational Classification (SOC) codes to Associate Degree and Certificate of Achievement instructional programs offered by the competitor public community colleges described above. Because the occupations map to one or more Taxonomy of Programs (TOP) code used by the community college system, there can be multiple programs, even within the same community college, offered for each occupation. For that reason some of the values in the "Total CC Programs" column show a count higher than the number of colleges in the study area.

The table below identifies Kern County occupations commonly requiring a college degree. For each occupation, the EDD has projected 20 or more annual job openings through the year 2018. An initial course of study for some of these occupations might begin in a community college; therefore, the transfer degree initiative may benefit instructional programs that lead to those occupations.

[17] Academic Senate for the California Community Colleges, *SB1440 Update* Retrieved November 19, 2011 from http://www.asccc.org and California State University System Office, *Lower Division Transfer Preparation* Retrieved March 30, 2011from http://www.calstate.edu/acadaff/ldtp/agreements

Kern County Occupations That Require a College Degree and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	2010 Median Hourly Wage	2010 Median Annual Wage	Total CC Programs
Bachelor's	Accountants and Auditors	50	$30.17	$62,756	6
Bachelor's	Business Operations Specialists, All Other	86	$31.87	$66,295	0
Bachelor's	Computer Software Engineers, Applications	26	$44.66	$92,889	12
Bachelor's	Computer Systems Analysts	22	$37.85	$78,722	8
Bachelor's	Construction Managers	27	$44.65	$92,874	13
Bachelor's	Elementary School Teachers, Except Special Education	264	N/A	$60,351	1
Bachelor's	Engineers, All Other	24	$50.70	$105,464	3
Bachelor's	Logisticians	21	$35.40	$73,622	0
Bachelor's	Middle School Teachers, Except Special and Vocational Education	62	N/A	$55,556	1
Bachelor's	Purchasing Agents, Except Wholesale, Retail, and Farm Products	21	$30.73	$63,905	3
Bachelor's	Secondary School Teachers, Except Special and Vocational Education	98	N/A	$62,712	1
Bachelor's	Special Education Teachers, Preschool, Kindergarten, and Elementary School	30	N/A	$77,000	2
Bachelor's	Teachers and Instructors, All Other	40	N/A	$50,558	0
Associate	Computer Specialists, All Other	20	$40.28	$83,769	4
Associate	Computer Support Specialists	26	$22.15	$46,071	0
Associate	Engineering Technicians, Except Drafters, All Other	22	$33.75	$70,194	3
Associate	Registered Nurses	173	$38.49	$80,063	3

Source: California Employment Development Department, Labor Market Information; California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

The table below identifies Ken County occupations with 20 or more annual openings through 2018 that commonly require some post-secondary vocational education or formal training plus OJT lasting more than twelve months. Some of these occupations may be accessed through formal apprenticeship programs offered by various trade unions. Employment preference may go to the graduates of those programs. While information from the Federal Bureau of Labor Statistics may show that police and sheriff's patrol officers enter the occupation through extensive on-the-job training, the tradition in California is to hire graduates from a formal Peace Officer Standards and Training (POST)-certified academy program. A similar preference is found for California fire fighters.

Kern County Occupations Commonly Requiring Some Post-secondary Vocational Education and the Extent of Neighboring Community College Programs Related to Those Occupations

Educational Preparation	Standard Occupational Classification Title	Annual Average Total Jobs	2010 Median Hourly Wage	2010 Median Annual Wage	Total CC Programs
Post Sec Voc Ed	Automotive Service Technicians and Mechanics	46	$15.92	$33,110	12
Post Sec Voc Ed	Bus and Truck Mechanics and Diesel Engine Specialists	27	$22.57	$46,945	0
Post Sec Voc Ed	Licensed Practical and Licensed Vocational Nurses	66	$22.02	$45,794	3
Post Sec Voc Ed	Medical Secretaries	81	$12.24	$25,455	0
Post Sec Voc Ed	Welders, Cutters, Solderers, and Brazers	43	$26.06	$54,206	7
>12 mos. OJT & Formal Trgn	Carpenters	36	$23.40	$48,676	2
>12 mos. OJT & Formal Trgn	Cooks, Restaurant	45	$10.97	$22,810	2
>12 mos. OJT & Formal Trgn	Electrical Power-Line Installers and Repairers	37	$41.34	$85,989	0
>12 mos. OJT & Formal Trgn	Electricians	66	$28.50	$59,291	2
>12 mos. OJT & Formal Trgn	Maintenance and Repair Workers, General	84	$17.81	$37,045	1
>12 mos. OJT & Formal Trgn	Plumbers, Pipefitters, and Steamfitters	23	$21.27	$44,225	2
>12 mos. OJT & Formal Trgn	Police and Sheriff's Patrol Officers	28	$31.52	$65,563	1
>12 mos. OJT & Formal Trgn	Telecommunications Line Installers and Repairers	31	$16.71	$34,760	0

Source: California Employment Development Department & California Community College Chancellor's Office; analysis by Cambridge West Partnership, LLC

San Joaquin Valley College (SJVC), a private community college, also accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), operates from the City of Bakersfield. San Joaquin Valley College provides a total of 21 career and technical education programs from those two locations and aggressively advertises in the Bakersfield College service area. Its program offerings are detailed in the appendices. National University, accredited by the Accrediting Commission for Senior Colleges and Universities (ACSCU) of WASC operates a campus in the city of Bakersfield where they provide several Associate Degree programs. These include: (1) Business Administration; (2) Criminal Justice Administration; (3) Videogame Production; (4) Public Administration; and (5) Professional Golf Management.

At this time there are two accredited career and technical education institutions in Bakersfield. Both advertise intensively in the Bakersfield College service area. The programs of study they offer are shown in the table below.

Programs at Accredited Career-Technical Colleges

Field of Study	Santa Barbara Business College	Kaplan College
Associate Degree		
Business Administration	X	
Criminal Justice	X	X
Desktop Network Support	X	
Early Childhood Education	X	
Health Information Technology	X	
Healthcare Administration	X	
Medical Assisting	X	
Medical Office Administration	X	
Network Administration	X	
Office Administration	X	
Paralegal Studies	X	
Vocational Nursing	X	
Diploma		
Dental Assistant		X
Medical Assistant		X
Medical Office Specialist		X

Source: College web sites

Although the University of Phoenix has a campus site in Bakersfield the two-year program offerings they provide are all provided online.

The discussion of competing institutions above is limited to those with a physical presence near the College. However, the California Virtual Campus (CVC) lists 173 post-secondary institutions that

are providing one or more online courses throughout the state. The CVC list contains four four-year institutions and eighteen California community colleges that collectively offer an associate degree in 48 different fields of study.[18] A chart of those programs can be found in the appendices. Another source, Associate Degrees Online, identifies 78 different associate degrees that are available to California residents from the various institutions that provide online instruction throughout the United States.[19]

Curricular Opportunities for Improvement and Expansion

With these labor market considerations as a backdrop, the College will be discussing new instructional programs. In that regard, the general philosophy of the College is to focus on a *limited number* of instructional programs and services that the College can do well. In the long run, there will be a commitment to continue growing the College in ways that can be *sustained.*

On the transfer side of instruction, the emphasis is on developing articulation agreements and implementing the SB 1440 transfer degree programs so that students can transfer with a minimal loss of units. The College has four associate transfer degrees to date.

Over the years the College has been able to utilize grants to modernize classrooms, including technology enhancements. In the recent past the College participated with CSU Bakersfield in a cooperative federal grant targeted at improving instruction and student performance in the STEM disciplines. In fall 2011 the College was awarded a Hispanic Serving Institutions (HSI) grant that will be used to continue this work as well as to support curriculum design work in math basic skills.

Capital construction projects are currently being conceived to both improve instructional facilities and to create a possibility for an enterprise operation. For example, the Theater building will start construction in spring 2013 and has been designed with space that might be utilized for an enterprise opportunity.

With respect to the basic skills courses, there is interest in consolidating the curriculum where possible, and facilitating the students' rapid completion of those foundational courses. Some discussion has been occurring within the English and math faculty as to how students might be accelerated through those offerings. English faculty piloted a compression strategy for some of their courses offered in spring 2011 and have continued that approach in fall 2012. The College has a new writing center that is open to all students, regardless of the courses they are taking. During the fall 2011 term the center staff offered 1,200 30-minute coaching sessions in the center. The College purchased the Pearson's My Writing Lab software to provide diagnostic writing help to the students. The center staff efforts, in combination with the software, are a "teach it on demand" approach to composition basic skills instruction. The writing center is presently funded by basic skills money from the State; however, if the evaluation of these efforts demonstrates successful outcomes, the intention is to institutionalize the center and this approach. As part of the recently awarded TAACCCT grant, Bakersfield College faculty will work to redesign delivery of basic skills instruction.[20]

On the CTE side of instruction, the focus is on continuing to offer programs that meet community needs to help people find and retain employment or start successful businesses. The TAACCCT grant will also focus health careers programs, particularly the LVN to RN program.

---

[18] California Virtual Campus *Programs Offered by College* Retrieved November 17, 2011from http://www.cvc.org
[19] Associate Degrees Online *List of Participating Schools* Retrieved November 17, 2011 from http://www.associatedegreeonline.com
[20] Grant Narrative Retrieved 1/22/12 from http://westhillscollege.com/district/about/partnerships/c6/taaccct/

With respect to student services, a one-stop student services approach has been envisioned for a very long time. Planning for a physical one-stop center continues so that the College is ready when money becomes available. The goal is to make it easier for the students to navigate the services and for the College to realize some benefit from centralization of the staff. Furthermore, the College is committed to finding a better way to integrate student services with academic affairs.

Student services personnel, as well as faculty in instructional programs, plan to use the TAACCCT grant to enhance remediation into selected career and technical education programs. The goal of the TAACCCT grant is to increase successful completion rates and reduce time to completion.

Although there are many good ideas emerging from these discussions, the College as a whole is not always able to move forward with new ideas or the development of current initiatives. Currently there is a critical shortage of funds. However, the College will consider future growth opportunities and look forward with a "can do" attitude to position the College for a brighter future that grows programs that prepare future workers for a vibrant California economy and Kern County with a competent workforce. It is within this framework that the College will continue to engage in these conversations regarding its future.

Programs that Need Strengthening

The enrollment volume and numbers of program awards conferred will be used by the College to distinguish strong programs from those that might need to be strengthened. A ten-year analysis (2001-02 to 2010-11) and a five-year analysis (2006-2007 to 2010-2011) of the degrees and certificates awarded in each program by the College were completed. In focusing on the more recent past five years, four liberal arts and three career and technical programs offered by the College stood out as being very strong. They are shown in the table below. The Liberal Arts and Liberal Studies programs were likely the majors of choice for those students preparing to transfer to a four-year institution.

Bakersfield College Very Strong Programs 2006-07 to 2010-11

Unique Code	Title	TOP	Year Approved	Award Code	Description	Annual Average Awards
2090	Liberal Arts	490100	1991	A	AA	205.0
2044	Registered Nursing	123010	1970	S	AS	139.8
9264	Liberal Studies	490120	1996	A	AA	85.0
1996	Business Administration	50500	1970	A	AA	67.0
1993	Biology	40100	1970	S	AS	58.8
2070	Child Devel. & Family Relations	130500	1970	S	AS	49.4
2067	Psychology	200100	1970	A	AA	48.0

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership

Given the size of the College, a second group of programs appears to be strong as shown in the table below.

Bakersfield College Strong Programs 2006-07 to 2010-11

Unique Code	Title	TOP	Year Approved	Award Code	Description	Annual Average Awards
2068	Criminal Justice	210500	1970	A	AA	28.0
2045	Vocational Nursing	123020	1970	T	Certificate 30 to <60	24.2
2059	Communication	150600	1970	A	AA	22.4
9258	Child Development Teacher	130500	1996	L	Certificate 18 to <30	21.6
2078	History	220500	1970	A	AA	20.4
1997	Accounting	50200	1970	A	AA	19.0
2048	Radiologic Technology	122500	1971	S	AS	17.8
2073	Fire Technology	213300	1970	A	AA	16.2
1984	Human Services	210400	1990	S	AS	15.2

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership

Most of these programs appear to be performing within expectations. Most are solid but are not yet excelling. It is unreasonable to expect every instructional program to be "stellar" but there may be steps for making improvements that some of the programs could undertake to continually make improvements. The College is expected to set program performance expectations, systematically collect evidence, reflect upon that evidence to reach conclusions regarding program improvement initiatives, and to make those changes supported by resource allocations where appropriate. The College has initiated program performance expectations in the College Strategic Plan. As a part of the process, the Annual Program Reviews are the mechanism for program performance. The College has committed to reviewing program evidence for making conclusions regarding resource allocation to support program improvement initiatives.

Given the size of the College, other programs may need to be strengthened, suspended, or discontinued. The College will initiate a review process fall 2012. The table below ranks programs according to annual average awards and includes programs with the potential to be stronger. Some of these programs are certificates, others are degrees. Some of the programs appear to be stronger than others, but all have been authorized for a long period of time. It is sometimes the case in career and technical programs that students become early leavers with marketable skills (ELMS). In short, they do not remain to complete the program as the faculty had designed the curriculum. With the current emphasis on increasing the numbers of students who complete a college degree or a certificate that will launch them into employment, the College will pursue opportunities to strengthen or redesign these programs.

Bakersfield College Programs That Might Be Strengthened (five-year award period 2006-07 to 2010-11)

Unique Code	Title	TOP	Year Approved	Award Code	Description	Annual Average Awards
9241	Bookkeeping	50200	1970	L	Certificate 18 to <30	13.0
2080	Sociology	220800	1970	A	AA	12.8
2010	American Sign Language	85000	1986	A	AA	11.4
2040	Digital Arts	103000	1971	A	AA	11.4
2043	Spanish	110500	1970	A	AA	11.2
1984	Human Services	210400	1990	A	AA	11.0
2034	Art	100200	1970	A	AA	10.4
2056	English	150100	1970	A	AA	10.0
2073	Fire Technology	213300	1970	L	Certificate 18 to <30	9.4
2023	Electrician Apprenticeship	95220	1970	L	Certificate 18 to <30	8.0
2022	Carpentry Apprenticeship	95210	1970	L	Certificate 18 to <30	7.2
2024	Plumbing/Pipefitting	95230	1970	L	Certificate 18 to <30	7.2
2073	Fire Technology	213300	1970	T	Certificate 30 to <60	6.8
2015	Industrial Technology: Electronics	93400	1970	T	Certificate 30 to <60	6.0
2061	Mathematics	170100	1970	A	AA	6.0
1992	Architecture/Architectural Drafting	20100	1970	S	AS	5.7
2075	Anthropology	220200	1970	A	AA	5.5
2079	Political Science	220700	1970	A	AA	5.0
1984	Human Services	210400	1990	L	Certificate 18 to <30	4.7
11278	Auto Engine Overhaul	94800	1970	L	Certificate 18 to <30	4.6
1992	Architecture/Architectural Drafting	20100	1970	A	AA	4.5
2060	Philosophy	150900	1970	A	AA	4.5
9237	Animal Science	10200	1970	S	AS	4.0
2069	Correctional Administration	210510	1970	A	AA	4.0
11279	Auto Tune-Up and Emissions	94800	1970	L	Certificate 18 to <30	3.8
2023	Electrician Apprenticeship	95220	1970	T	Certificate 30 to <60	3.8
2004	Administrative Office Assistant	51400	1970	A	AA	3.7
2081	Culinary Arts	130630	1975	L	Certificate 18 to <30	3.7
2081	Culinary Arts	130630	1975	S	AS	3.5
2040	Digital Arts	103000	1971	L	Certificate 18 to <30	3.5
2077	Economics	220400	1970	A	AA	3.5
2006	Journalism	60200	1970	A	AA	3.5
9239	Forestry	11400	1973	S	AS	3.4
11277	Auto Brakes & Wheel Alignment	94800	1970	L	Certificate 18 to <30	3.3
1989	Agriculture Business Management	11200	1970	A	AA	3.2
2015	Industrial Technology: Electronics	93400	1970	S	AS	3.0

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership

Programs that Might be Reconsidered

In the five-year analysis of program awards, 51 programs awards were identified that had two awards per year or less. Two of those programs, Control Systems Technology and Wildland Fire Technology, were just authorized in 2006 but most others had been established for a very long time. Of the program awards with two per year or less, 12 had no awards granted from 2006-07 to 2010-11 (see Appendix H, pages 131-132). Two programs with no awards conferred at this time are noted as new in 2011 and may not have had an opportunity to "gain traction" just yet. As noted above, it is sometimes the case in career and technical programs that students become early leavers with marketable skills (ELMS). In short, they do not remain to complete the program as the faculty had designed the curriculum. The detailed list of programs that might be strengthened, suspended, or discontinued is located in Appendix H.

Program Changes and Adjustments

A comparison of the instructional programs listed in the 2011-2012 College catalog and the official inventory of instructional programs authorized to the College by the Chancellor's Office revealed a potential discrepancy. An accounting of degrees and certificates awarded by the College from 2006-07 to 2010-11 supported the same conclusion. The College is reviewing the program awards data and potential programs to discontinue, suspend, or sustain. Along with this the College will establish a process for aligning the local and state data.

The College catalog lists 23 Job Skills Certificates (JSC). At one time there were many more and the certificates were awarded by individual departments. Currently, the College, upon a centralized evaluation of the student's application, confers these awards. The College also has acquired approval from the District Board of Trustees to offer such programs, but the College cannot record a student's accomplishment of the curriculum requirements on a transcript. These JSCs are listed in the table below with the units required to complete the certificate.

Job Skills Certificates

Job Skills Certificate (JSC) Title	Units Required
Air Condition/ Heating/ Refrigeration Jobs Skills Certificate (JSC)	6.0
Architectural CAD JSC	11.0
AutoCad JSC	8.0
Automotive Heating, Ventilation & Air Conditioning (HVAC) JSC	15.0
Basic and Advanced Clean Air Car Course JSC	15.0
Basic Machine Tool Operations- Lathe, Mill JSC	3.0
Blueprint Reading and Layout for Welders JSC	6.0
Career Opportunities in Emergency Medical Technology	7.5
Child Development Assistant Teacher JSC	6.0
Child Development Associate Teacher JSC	12.0
Computer Numerical Control Programming JSC	6.0
Emergency Medical Technician 1 (EMT-1) JSC	7.5
Gas Metal Arc/Gas Tungsten Arc/Flux Core Arc Welding JSC	8.0
General Business JSC	12.0
General Management JSC	12.0
Human Services JSC	15.0
Nurse Assistant JSC	6.0
Office Assistant JSC	11.0
Principles of Fluoroscopy JSC	2.0
Principles of Venipuncture JSC	1.0
Registered Veterinary Technical Option JSC	17.5
Shielded Metal Arc Welding JSC	12.0
Woodworking/Cabinetmaking JSC	6.0

Source: Bakersfield College Catalog 2011-12

However, the College will review the Job Skills Certificates (JSCs) to determine whether to submit them to the state for awards credit. Numerous Job Skills Certificates awarded to students have been reported to the State in the last ten years. These awards, submitted in the annual program data, are counted as successes for completions in both the Carl Perkins Act vocational programs accountability and in the Integrated Postsecondary Education Data System (IPEDS) reports of student program completion.

Four programs requiring 12 to 17.5 units have been approved as Certificates of Achievement: (1) Office Assistant; (2) Human Services; (3) Criminal Justice; and (4) Child Development Master Teacher. JSCs requiring between 12 and 17.5 units will be reviewed to determine whether they merit 18 units. The awards could then be reflected on the student's transcript. Those that are brought up to at least 18 semester credits would then be credited to the College in the Accountability Reporting for Community Colleges (ARCC) framework.

There is another consideration that has arisen recently. A number of policy papers have been published in the past year that suggest that only certificates of 30 units or above have economic value. This may be due, in part, to the small number of certificates requiring fewer units being recorded, and thus being available for analysis in the evaluation of a student's return on investment.

With these recent research papers, California public policy makers might advocate for elimination of lower unit certificates. The College will review the viability of lower unit certificates.

The College had a cooperative federal grant with CSU Bakersfield in the recent past that was used to bring in speakers and send some faculty to conferences to begin "tilling the soil" and building interest in different approaches to STEM instruction. Currently the College has a Hispanic Serving Institution grant ($5 million), which will be used to enhance the STEM curriculum area, and address the needs of the student population that is under prepared.

The College is considering changes to career and technical education programs that would lead to immediate entry-level employment. For example, an effort will be made to place programs into related knowledge groups and thereby build upon the pathways concept that the public school district has adopted and is being advocated in federal circles. These efforts will be undertaken in conjunction with articulation discussions between the College and public school districts, and will build on existing articulation agreements.

In the current fiscal environment the College will commit to redoubling its efforts to ensure that programs are sustainable, i.e. economically viable and responsive to employers needs. One strategy toward that end is to anchor the instruction in industry-endorsed standards and third-party certification of learning outcome accomplishments. Where appropriate, programs will be articulated with local four-year universities.

Projections for Future Growth

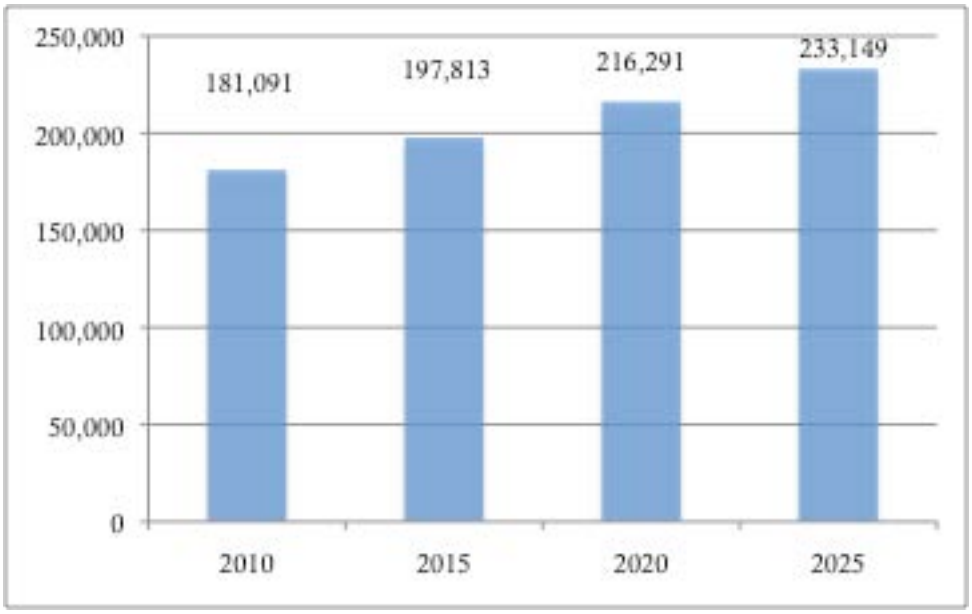
Determination of the Future Capacity for Growth

Linking the Educational Master Plan's internal and external analysis to space quantification completes the process. It balances the current and future curriculum, instructional delivery modes, learning environment, and necessary support structures with providing a comprehensive program of campus development.

As a dynamic process, Educational Master Planning involves a mixture of methods and a variety of assessments. Looking to the future, a master plan must provide for sufficient facilities to accommodate higher headcount numbers, to improve the teaching/learning environment, to address new program development, to integrate the latest technological innovations, and to provide adequate space configuration permitting flexible teaching methods.

Considering the economic and fiscal factors, the growth projection for the on-campus Weekly Student Contact Hours (WSCH) on the main campus site was established at an annual 1.92% for benchmark years 2015, 2020 and 2025. Although modest, this growth represents a reasonable forecast for on-campus instruction at this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs for increased capacity that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional headcounts.

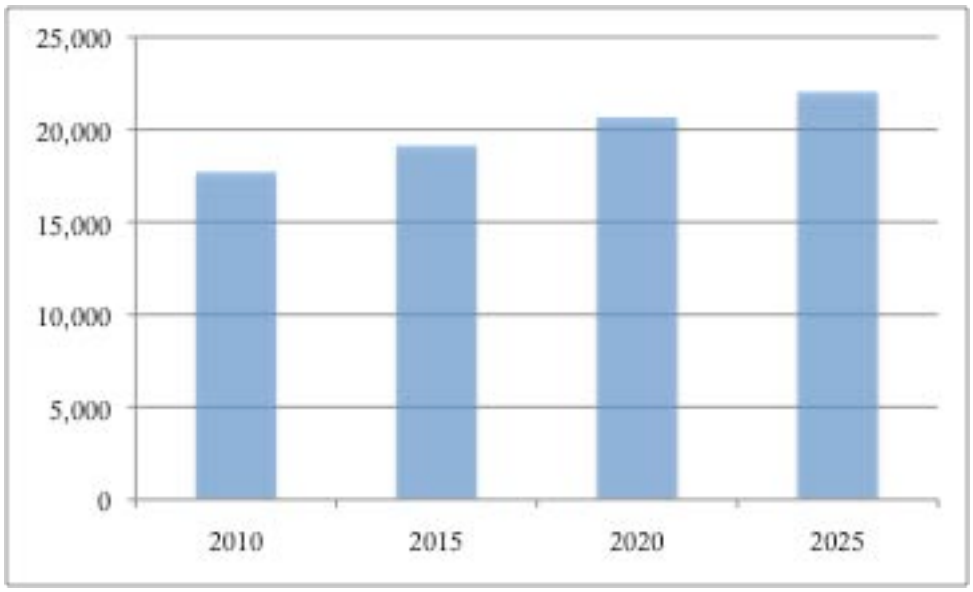
Bakersfield College - Main Campus Fall Term Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC

Consideration was given to tangible trends such as changes in student origins, population growth rate and changes in demographics for establishing the growth projection for future headcounts. The rate of growth in enrollment for the Bakersfield College on the main campus site was established at an annual 1.63% for benchmark years 2015, 2020 and 2025. This growth does represent a reasonable forecast for the on-campus enrollment at this College at this time. In any planning cycle, the proposed facilities are time specific and address future needs or capacities that may or may not materialize. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional headcounts.

Bakersfield College - Main Campus Fall Term Headcount Forecast



Source: Cambridge West Partnership, LLC

Growth as Applied to the Future Program of Instruction

Bakersfield College is a large institution with an extensive number of instructional programs. Founded in 1913, the College is one of the oldest continually operating community colleges in California. The College has been in its current location since 1956 and serves a student body of 15,000. The campus occupies 153 acres with 722,515 square feet of facilities and over 1,000 rooms.

- ***Delano Center***, a satellite campus situated on 51 acres, 35 miles North of the city of Bakersfield. The Center has one permanent building providing instructional space as well as student support services. The remaining buildings are temporary modular structures. The Center currently serves 2,100 students.
- ***Southwest Center***, the Center consists of the Weill Institute co-located with the District's Administrative Office, Westec and Northwest extensions as well as Stockdale and Arvin High Schools. The Northwest extension specializes in EMT and Fire Technology instruction while Westec offers Administration of Justice and Correctional Administration courses.

WSCH Projections and the Future Program of Instruction

The following table projects future WSCH and FTES in benchmark years of 2015, 2020, and 2025. The forecast is in summary form by educational centers and main campus of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix.

Bakersfield College – Main Campus WSCH/FTES Projections Summary 2010-2025

Profile	Actual			Projected								
	Fall Sem 2010			2015			2020			2025		
Division	# of Sec	WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES
Div. 1: Nursing & Allied Health	62	11,827.20	367.2	62	12,891.6	400.3	66	14,133.3	438.8	72	15,245.4	473.3
Div. 2: Behavior & Social Science	394	57,669.8	1,790.5	445	62,859.4	1,951.6	495	68,915.6	2,139.7	531	74,332.9	2,307.9
Div. 3: Career & Technical Edu	263	32,753.40	1017.0	281	35,849.2	1,113.0	315	39,044.8	1,053.7	338	41,954.4	1,302.6
Div. 4: English, ESL, Foreign *Language & Acad Dev*	282	31,189.0	968.4	309	34,089.3	1,058.4	346	37,271.6	1,157.2	372	40,193.6	1,248.0
Div. 5: Physical & Life Sciences, *Mathematics & PE*	256	46,339.7	1,438.8	303	50,694.4	1,573.9	344	55,376.2	1,719.3	369	59,731.8	1,854.5
Div. 6: Library & Extended *Learning*	54	1,311.8	40.7	59	1,429.5	44.4	64	1,549.4	48.1	70	1,690.7	52.5
Campus Total	**1,311**	**181,091**	**5,622.6**	**1,459**	**197,813**	**6,141.6**	**1,630**	**216,291**	**6,556.8**	**1,752**	**233,149**	**7,238.8**

Source: Cambridge West Partnership, LLC

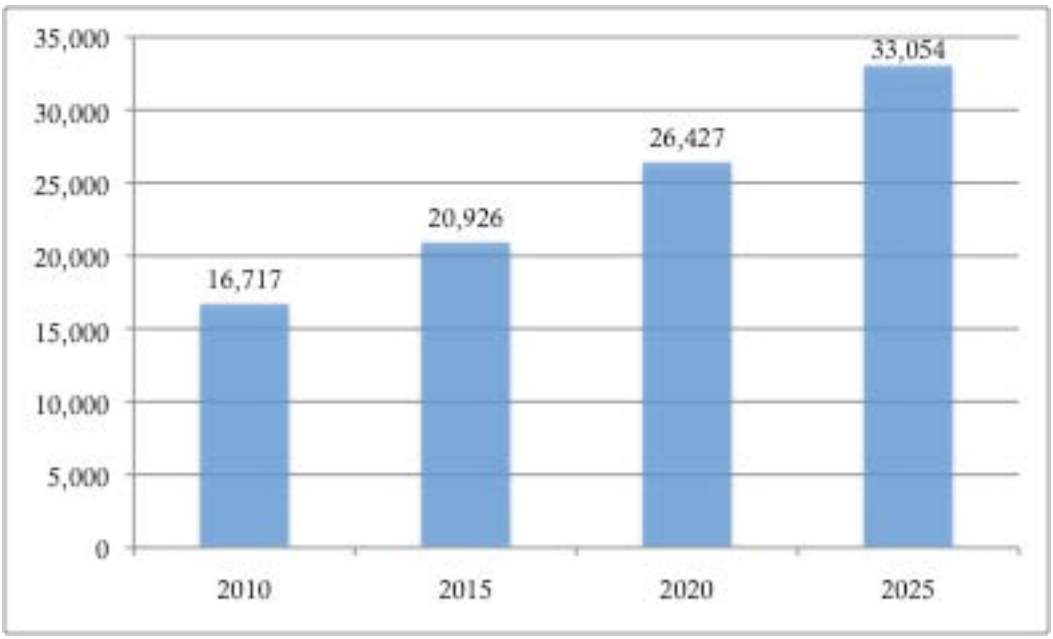
Bakersfield College – Main Campus WSCH/FTES Projections Summary 2010-2025 (continued)

COLLEGE	
2015 - WSCH 197,813	
a) Net Class Sections Offered	1,459
b) Enrollments	52,506
c) Full-time Equivalent Students-FTES	6,142
d) WSCH/Enrollment	3.76
2020 - WSCH 216,291	
a) Net Class Sections Offered	1,630
b) Enrollments	57,564
c) Full-time Equivalent Students-FTES	6,557
d) WSCH/Enrollment	3.76
2025 - WSCH 233,149	
a) Net Class Sections Offered	1,752
b) Enrollments	62,092
c) Full-time Equivalent Students-FTES	7,239
d) WSCH/Enrollment	3.75

Source: Cambridge West Partnership, LLC

Considering the economic and fiscal factors, the growth projection for the on-campus Weekly Student Contact Hours (WSCH) at the Delano Center was established at an annual 6.52% for benchmark years 2015, 2020 and 2025.

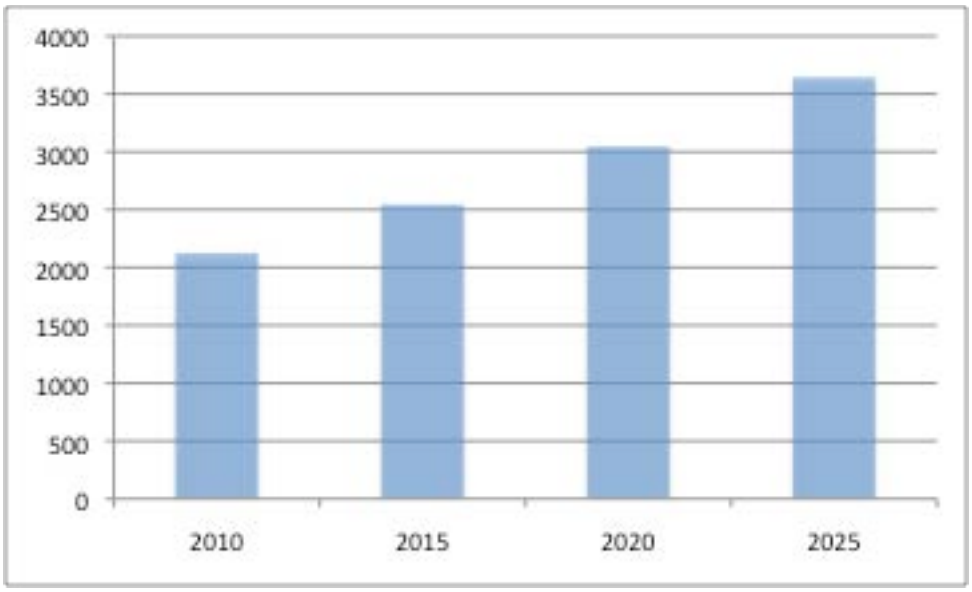
Bakersfield College – Delano Center Fall Term Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC

The rate of growth in headcount for the Delano Center was established at an annual 4.76% for benchmark years 2015, 2020 and 2025.

Bakersfield College – Delano Center Fall Term Headcount Forecast



Source: Cambridge West Partnership, LLC

Bakersfield College – Delano Center WSCH/FTES Projections Summary 2010-2025

Profile	Actual			Projected								
	Fall Sem 2010			2015			2020			2025		
Division	# of Sec	WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES
Div. 1: Nursing & Allied Health	1	170.00	5.3	2	212.7	6.6	2	265.9	8.3	2	332.9	10.3
Div. 2: Behavior & Social Science	51	6,979.4	216.7	63	8,731.8	271.1	76	10,915.9	338.9	99	13,665.7	424.3
Div. 3: Career & Technical Edu	12	1,319.67	41.0	14	1,651.0	51.3	18	2,064.0	64.1	21	2,584.0	80.2
Div. 4: English, ESL, Foreign *Language & Acad Dev*	31	3,802.4	118.1	37	4,770.3	148.1	44	6,004.9	186.4	57	7,530.3	233.8
Div. 5: Physical & Life Sciences, *Mathematics & PE*	22	4,265.0	132.4	27	5,335.5	165.7	38	6,894.4	214.1	43	8,350.9	259.3
Div. 6: Library & Extended *Learning*	5	180.1	5.6	6	225.2	7.0	8	281.6	8.7	10	352.5	10.9
Center Total	**122**	**16,717**	**519.0**	**149**	**20,926**	**649.7**	**186**	**26,427**	**820.5**	**232**	**32,816**	**1,018.9**

Source: Cambridge West Partnership, LLC (revised 1/27/12)

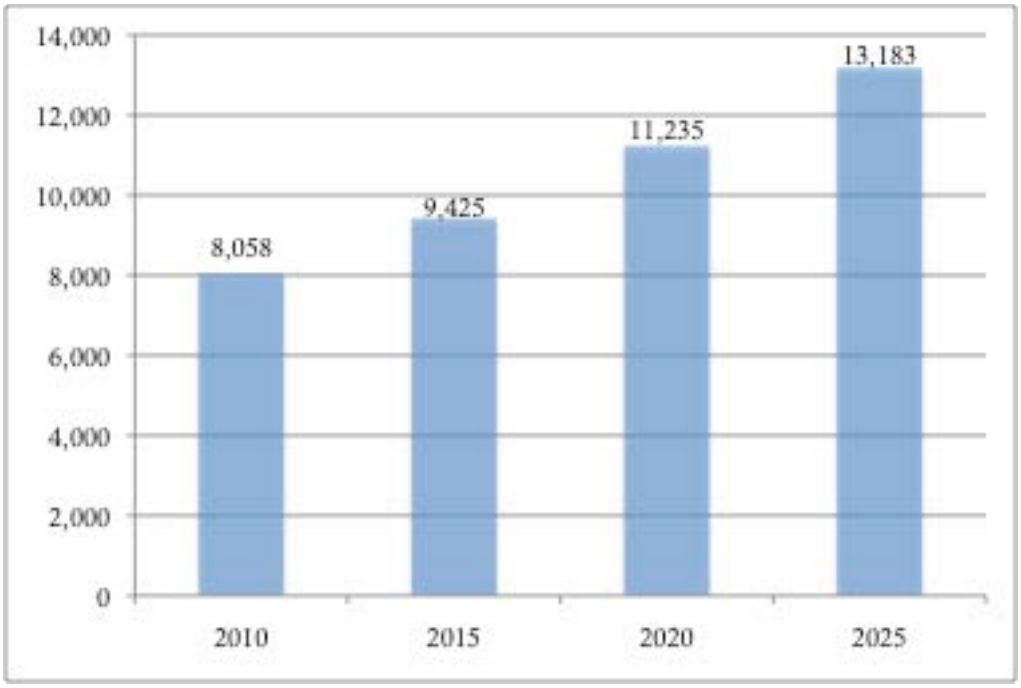
Bakersfield College – Delano Center WSCH/FTES Projections Summary 2010-2025 (continued)

CAMPUS	
2015 - WSCH 20,926	
a) Net Class Sections Offered	149
b) Enrollments	2,545
c) Full-time Equivalent Students-FTE	649.7
d) WSCH/Enrollment	8.22
2020 - WSCH 26,427	
a) Net Class Sections Offered	186
b) Enrollments	3,046
c) Full-time Equivalent Students-FTE	820.5
d) WSCH/Enrollment	8.65
2025 - WSCH 32,816	
a) Net Class Sections Offered	232
b) Enrollments	3,645
c) Full-time Equivalent Students-FTE	1,019
d) WSCH/Enrollment	9.00

Source: Cambridge West Partnership, LLC (revised 1/27/12)

Considering the economic and fiscal factors, the growth projection for the on-campus Weekly Student Contact Hours (WSCH) at the Southwest Center site was established at an annual 6.52% for benchmark years 2015, 2020 and 2025.

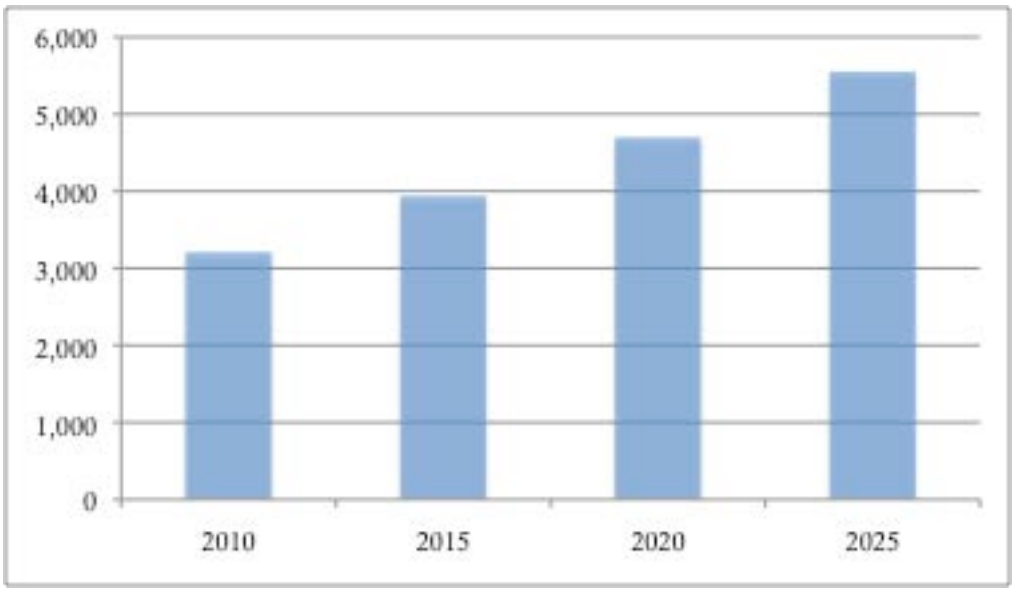
Southwest Center Site Fall Term Weekly Student Contact Hours (WSCH) Forecast



Source: Cambridge West Partnership, LLC

The rate of growth in headcount for the Southwest site was established at an annual 4.85% for benchmark years 2015, 2020 and 2025.

Southwest Center Fall Term Headcount Forecast



Source: Cambridge West Partnership, LLC

Bakersfield College – Southwest Center WSCH/FTES Projections Summary 2010-2025

Profile	Actual			Projected								
	Fall Sem 2010			2015			2020			2025		
Location	# of Sec	WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES	# of Sec	Total WSCH	FTES
Weill Institute	21	1,973.5	61.3	25	2,315.7	71.9	32	2,753.0	85.8	37	3,168.4	98.4
Stockdale	21	2,425.3	75.3	28	2,831.3	87.9	36	3,380.9	104.9	41	3,992.0	123.9
Arvin High School	4	525.8	16.3	4	614.7	19.1	7	733.0	22.8	8	865.5	26.9
Northwest Extension	10	1,319.5	40.9	10	1,542.5	47.9	12	1,839.4	57.1	14	2,171.9	67.4
Westec	74	1,813.8	56.3	84	2,120.4	65.8	99	2,528.5	78.5	117	2,985.6	92.7
Center Total	**130**	**8,057.9**	**250.2**	**151**	**9,424.6**	**292.6**	**186**	**11,235**	**349.1**	**217**	**13,183**	**409.3**

CAMPUS	
2015 - WSCH 9424.6	
a) Net Class Sections Offered	151
b) Enrollments	3,943
c) Full-time Equivalent Students-FTES	293
d) WSCH/Enrollment	2.39
2020 - WSCH 11,235	
a) Net Class Sections Offered	186
b) Enrollments	4,702
c) Full-time Equivalent Students-FTES	349
d) WSCH/Enrollment	2.39
2025 - WSCH 13,183	
a) Net Class Sections Offered	217
b) Enrollments	5,553
c) Full-time Equivalent Students-FTES	409
d) WSCH/Enrollment	2.37

Source: Cambridge West Partnership, LLC

Determination of Future Space Needs

Space Requirements for the Academic Program

WSCH and Space Projections

State standards for construction and renovation of facilities basically focus on *capacity*. Capacity, as outlined in the Facilities Planning Manual is correlated with the production of WSCH. WSCH represents the average number of hours of student instruction in a week per class (i.e. 30 students enrolled in a class that meets 3 hours per week is 90 WSCH). Estimating growth in enrollments produces a factor of increased WSCH. This WSCH is then transformed into instructional space or assignable square feet (ASF). Each space type, in this case lecture and/or laboratory, WSCH generates an "appropriate" instructional facility addressed as ASF. While these calculations are established through state standards, other factors are considered in planning facilities. An additional factor in all planning is *adequacy*. Adequacy in this context assumes sufficient and/or suitable capacity to provide for an effective learning environment.

Space Projections

An assessment of the current facilities includes the capacity of the instructional program to meet programmatic needs, it reviews the condition of the facilities, and it addresses their adequacy to provide for an effective learning environment. The projections are not intended to dictate curricular content but rather to provide a perspective of what the current curriculum would look like if extended forward. The most important outcome of the forecasting process is to ensure that when a certain level of WSCH is achieved, the College will have in place designated and/or newly constructed facilities to meet demands in both academic and support services.

Space Projections and the Future Program of Instruction

The following table projects future space needs (ASF) in benchmark years 2015, 2020, and 2025. The forecast is in summary form by instructional divisions of the College. The actual forecasting process, however, was conducted at the discipline/program level. A comprehensive analysis by discipline/program can be found in the Appendix of the Facilities Master Plan.

Bakersfield College - Main Campus Space Allocation Summary Projections 2010-2025

	Current				Projected								
	Fall Sem 2010				2015			2020			2025		
Division	Lec ASF	Lab ASF	Other ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF
Div. 1: Nursing & Allied Health	2,187	4,795		6,982	2,075	15,353	17,428	2,275	16,832	19,107	2,454	18,156	20,610
Div. 2: Behavior & Social Science	18,340	19,648	9,919	47,907	21,759	18,280	40,039	23,855	20,040	43,895	25,729	21,618	47,347
Div. 3: Career & Technical Edu	6,459	48,902	9,998	65,359	9,308	36,022	45,330	10,153	39,460	49,613	10,952	42,565	53,517
Div. 4: English, ESL, Foreign				0			0			0			0
Language & Acad Dev	15,397	9,213	0	24,610	13,275	1,412	14,687	14,554	1,548	16,102	15,696	1,670	17,366
Div. 5: Physical & Life Sciences,				0			0			0			0
Mathematics & PE	11,080	24,562	510	36,152	12,705	21,351	34,056	13,842	23,407	37,249	14,930	25,249	40,179
Div. 6: Library & Extended				0			0			0			0
Learning	0	0	0	0	605	0	605	656	0.0	656	716	0	716
Campus Total	**53,463**	**107,120**	**20,427**	**181,010**	**59,727**	**92,418**	**152,145**	**65,335**	**101,287**	**166,622**	**70,477**	**109,258**	**179,735**

Source: Cambridge West Partnership, LLC

Bakersfield College - Main Campus Space Allocation Summary Projections 2010-2025 (continued)

BAKERSFIELD COLLEGE	
2010 - Current ASF Available for Instruction	
a) Total ASF	181,010
b) Lecture ASF	53,463
c) Laboratory ASF	107,120
d) Other	20,427
2015 - Assignable Square Feet	
a) Total ASF	152,145
b) Lecture ASF	59,727
c) Laboratory ASF	92,418
2020 - Assignable Square Feet	
a) Total ASF	166,622
b) Lecture ASF	65,335
c) Laboratory ASF	101,287
2025 - Assignable Square Feet	
a) Total ASF	179,735
b) Lecture ASF	70,477
c) Laboratory ASF	109,258

Source: Cambridge West Partnership, LLC

Bakersfield College – Delano Center Space Allocation Summary Projections 2010-2025

	Current				Projected								
	Fall Sem 2010				2015			2020			2025		
Division	Lec ASF	Lab ASF	Other ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF	Lec ASF	Lab ASF	Total ASF
Div. 1: Nursing & Allied Health					106	0	106	126	0	126	157	0	157
Div. 2: Behavior & Social Science					3,995	465	4,459	4,994	581	5,575	6,252	727	6,979
Div. 3: Career & Technical Edu		3,772		3,772	755	177	932	944	222	1,166	1,181	278	1,459
Div. 4: English, ESL, Foreign							0			0			0
Language & Acad Dev					2,161	362	2,523	2,701	559	3,260	3,382	732	4,114
Div. 5: Physical & Life Sciences,							0			0			0
Mathematics & PE		4,249		4,249	1,986	2,478	4,464	2,512	3,129	5,641	3,131	3,878	7,009
Div. 6: Library & Extended							0			0			0
Learning					107	0	107	133	0.0	133	167	0	167
General Lecture (9 rms)	8,269			8,269									
Campus Total	**8,269**	**8,021**	**0**	**16,290**	**9,110**	**3,481**	**12,591**	**11,410**	**4,491**	**15,900**	**14,270**	**5,615**	**19,885**

Source: Cambridge West Partnership, LLC

Bakersfield College – Delano Center Space Allocation Summary Projections 2010-2025 (continued)

DELANO CENTER	
2010 - Current ASF Available for Instruction	
a) Total ASF	181,010
b) Lecture ASF	53,463
c) Laboratory ASF	107,120
d) Other	20,427
2015 - Assignable Square Feet	
a) Total ASF	12,591
b) Lecture ASF	9,110
c) Laboratory ASF	3,481
2020 - Assignable Square Feet	
a) Total ASF	15,900
b) Lecture ASF	11,410
c) Laboratory ASF	4,491
2025 - Assignable Square Feet	
a) Total ASF	19,885
b) Lecture ASF	14,270
c) Laboratory ASF	5,615

Source: Cambridge West Partnership, LLC

Space Requirements for the Support Services of the College

The proposed Student Services facility at the Bakersfield College main campus will be adequate to meet the current student enrollment demand and campus needs to the year 2025 when the contemplated remodeling is completed. However, in the future, there may be additional service areas required to meet specific new programs. The recommended facility allowance does permit comprehensive service and becomes a one-stop center at this campus.

Projected Space Needs for Student Services at Bakersfield College

Student Services	ASF
Block A	
Student Services Commons	
Information Desk	100
Admissions & Records	4,050
Block B	
Counseling/Assessment Department	4,328
Block C	
Placement Services	1,295
DSPS	2,312
EOPS/CARE	2,056
Block D	
Financial Aid	2,886
Block E	
Student Support Labs	
Mathematics Lab	4,142
ESL Lab	2,439
Other Support	2,878
Block F	
Shared Facilities	1,712
Student Services Total	**28,198**

Source: College Facilities Plans; Analysis by Cambridge West Partnership, LLC

Upon completion of the Student Services building project, the remodel and relocation of some functions results in vacated space becoming available for alternative use. This "secondary effect" permits a redistribution of office and support space that impacts Building A, Administration. A portion of Building A can be rehabilitated for additional administrative functions.

Projected Space Needs for Administrative Services at Bakersfield College

Administrative/Support Services	ASF
Block A	
Academic Administration Complex	3,357
Block B	
Auxilliary Operations	765
Block C	
Fiscal Operations	2,072
Community Operations	703
Block D	
Human Resources	2,430
Staff Development	880
Block F	
Shared Facility	1,000
Administrative/Support Services Total	**11,207**

Source: College Facilities Plans; Analysis by Cambridge West Partnership, LLC

Appendices

Appendix A - Program Reviews: Instructional Programs, Student Services, and Administrative Services

Program review material for all instructional programs, administrative units and student services offices is located at this URL

http://www.bakersfieldcollege.edu/irp/Institutional_Effectiveness/Ed_Master_Plan/0%20Ed_MasterPlan_Index.asp

Appendix B: State of California Economic Indicators

	Population on July 1 of (000s)	Nonfarm Employment (avg., 000s)	Unemp. Rate (avg., %)	Total Personal Income ($ billions)	Per Capita Personal Income ($)	Taxable Retail Sales ($ billions)	Value of Two-way Trade ($ billions)	Housing Unit Permits Issued	Nonresidential Building Permits ($ millions)
2000	34,095.2	14,488.2	4.9	1,135.3	33,299	287.1	392.0	148,540	26,700
2001	34,766.7	14,602.0	5.4	1,168.7	33,616	294.0	340.7	148,757	23,455
2002	35,361.2	14,457.8	6.7	1,187.4	33,578	301.6	328.1	167,761	19,835
2003	35,944.2	14,392.8	6.8	1,233.0	34,303	320.2	348.0	195,682	18,628
2004	36,454.5	14,532.6	6.2	1,312.2	35,997	350.2	394.8	212,960	19,718
2005	36,899.4	14,801.3	5.4	1,387.7	37,607	375.8	433.8	208,972	21,469
2006	37,274.6	15,060.3	4.9	1,495.5	40,123	389.1	488.0	164,280	23,298
2007	37,655.2	15,173.5	5.2	1,568.3	41,648	387.0	513.4	113,034	23,733
2008	38,155.5	14,981.4	7.2	1,610.9	42,220	357.3	523.3	64,962	19,588
2009	38,476.7	14,079.3	11.4	1,572.7	40,873	311.2	413.3	36,421	10,970
2010e	38,826.9	13,866.7	12.4	1,615.4	41,604	331.8	503.4	44,601	11,007
2011f	39,176.3	13,978.5	12.1	1,690.0	43,138	353.5	535.0	48,600	11,800
2012f	39,528.9	14,224.0	11.5	1,780.0	45,030	379.0	560.0	76,650	14,000
% Change									
'01/'00	2.0%	0.8%		2.9%	1.0%	2.4%	-13.1%	0.1%	-12.2%
'02/'01	1.7%	-1.0%		1.6%	-0.1%	2.6%	-3.7%	12.8%	-15.4%
'03/'02	1.6%	-0.4%		3.8%	2.2%	6.2%	6.1%	16.6%	-6.1%
'04/'03	1.4%	1.0%		6.4%	4.9%	9.4%	13.4%	8.8%	5.9%
'05/'04	1.2%	1.8%		5.7%	4.5%	7.3%	9.9%	-1.9%	8.9%
'06/'05	1.0%	1.7%		7.8%	6.7%	3.5%	12.5%	-21.4%	8.5%
'07/'06	1.0%	0.8%		4.9%	3.8%	-0.5%	5.2%	-31.2%	1.9%
'08/'07	1.3%	-1.3%		2.7%	1.4%	-7.7%	1.9%	-42.5%	-17.5%
'09/'08	0.8%	-6.0%		-2.4%	-3.2%	-12.9%	-21.0%	-43.9%	-44.0%
'10/'09	0.9%	-1.5%		2.7%	1.8%	6.6%	21.8%	22.5%	0.3%
11/'10	0.9%	0.8%		4.6%	3.7%	6.5%	6.3%	9.0%	7.2%
12/'11	0.9%	1.8%		5.3%	4.4%	7.2%	4.7%	57.7%	18.6%

Sources: State of California: Department of Finance, Employment Development Department, Board of Equalization, U.S. Department of Commerce, Construction Industry Research Board, Keyser Center for Economic Research, Los Angeles Economic Development Commission

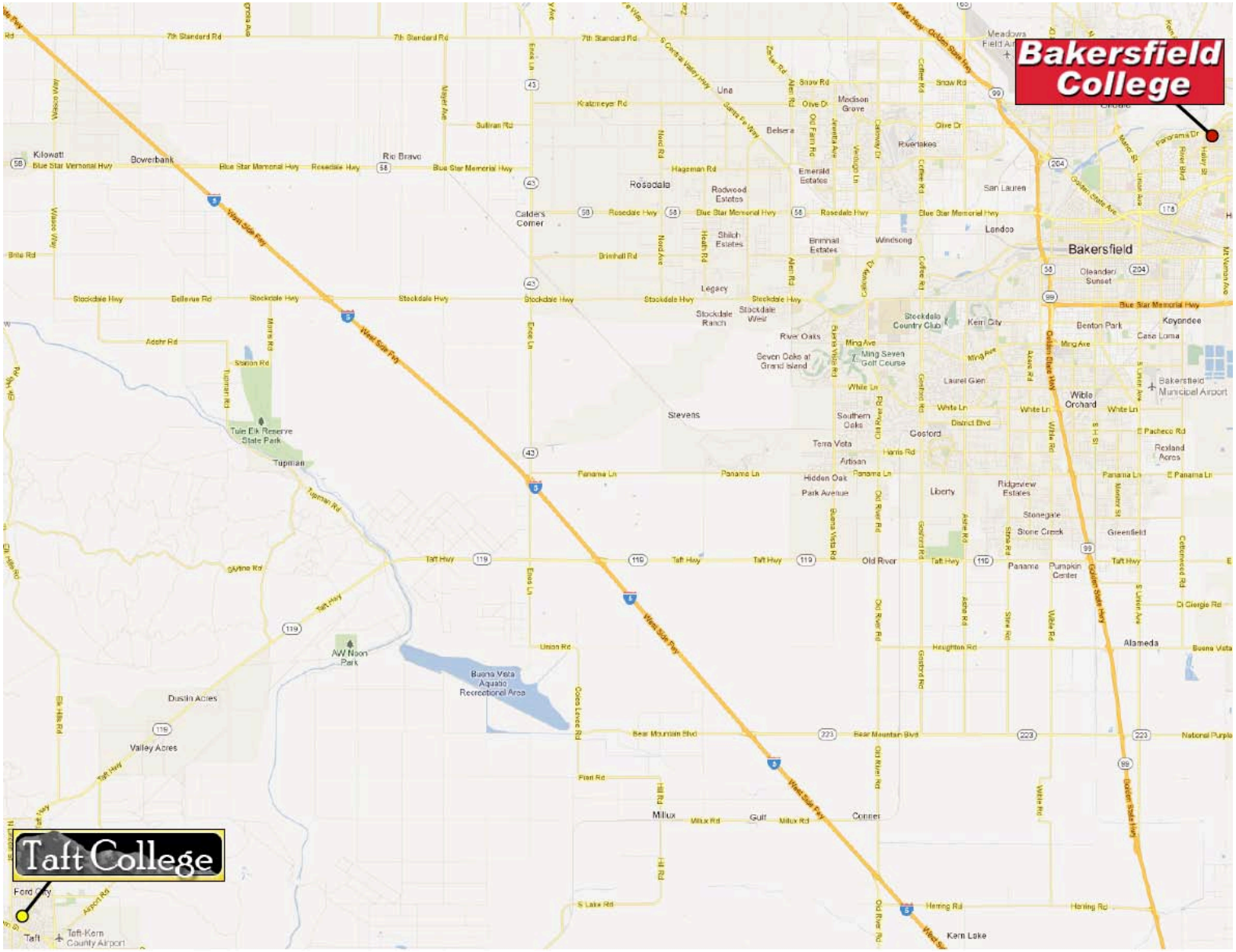
Appendix B (continued): California Nonfarm Employment

	Total Nonfarm	Natural Resources	Construction	Manufacturing	*Mfg. -- Durable*	*Mfg .-- Nondurable*	Wholesale Trade	Retail Trade	Transport. & Utilities	Information
2000	14,487.8	26.5	733.4	1,864.1	*1,217.2*	*646.9*	646.2	1,563.2	518.3	576.7
2001	14,602.6	25.6	780.4	1,791.3	*1,173.9*	*617.4*	658.9	1,576.1	514.1	551.9
2002	14,457.9	23.1	774.4	1,644.5	*1,059.6*	*584.9*	652.1	1,582.1	491.0	497.3
2003	14,393.1	22.2	796.8	1,542.5	*976.4*	*566.1*	649.5	1,588.3	480.6	476.1
2004	14,532.1	22.8	850.4	1,523.4	*966.0*	*557.4*	653.0	1,617.6	482.7	482.4
2005	14,800.7	23.6	905.3	1,504.7	*959.0*	*545.7*	673.6	1,659.3	487.1	473.6
2006	15,059.8	25.1	933.7	1,490.2	*947.6*	*542.6*	700.2	1,680.1	496.1	466.0
2007	15,173.5	26.7	892.6	1,464.3	*927.9*	*536.4*	715.3	1,689.9	507.6	470.8
2008	14,981.4	28.7	787.7	1,425.4	*899.8*	*525.6*	703.5	1,640.9	504.6	475.5
2009	14,079.3	25.7	620.1	1,280.9	*798.2*	482.7	644.2	1,518.1	474.1	446.8
2010e	13,866.7	25.0	547.1	1,239.7	*773.4*	466.3	617.2	1,499.3	461.1	447.0
2011f	13,978.5	25.5	555.5	1,240.0	*775.0*	465.0	630.0	1,509.0	476.0	450.0
2012f	14,224.0	26.5	573.0	1,225.0	*760.0*	465.0	665.0	1,535.0	491.0	460.0

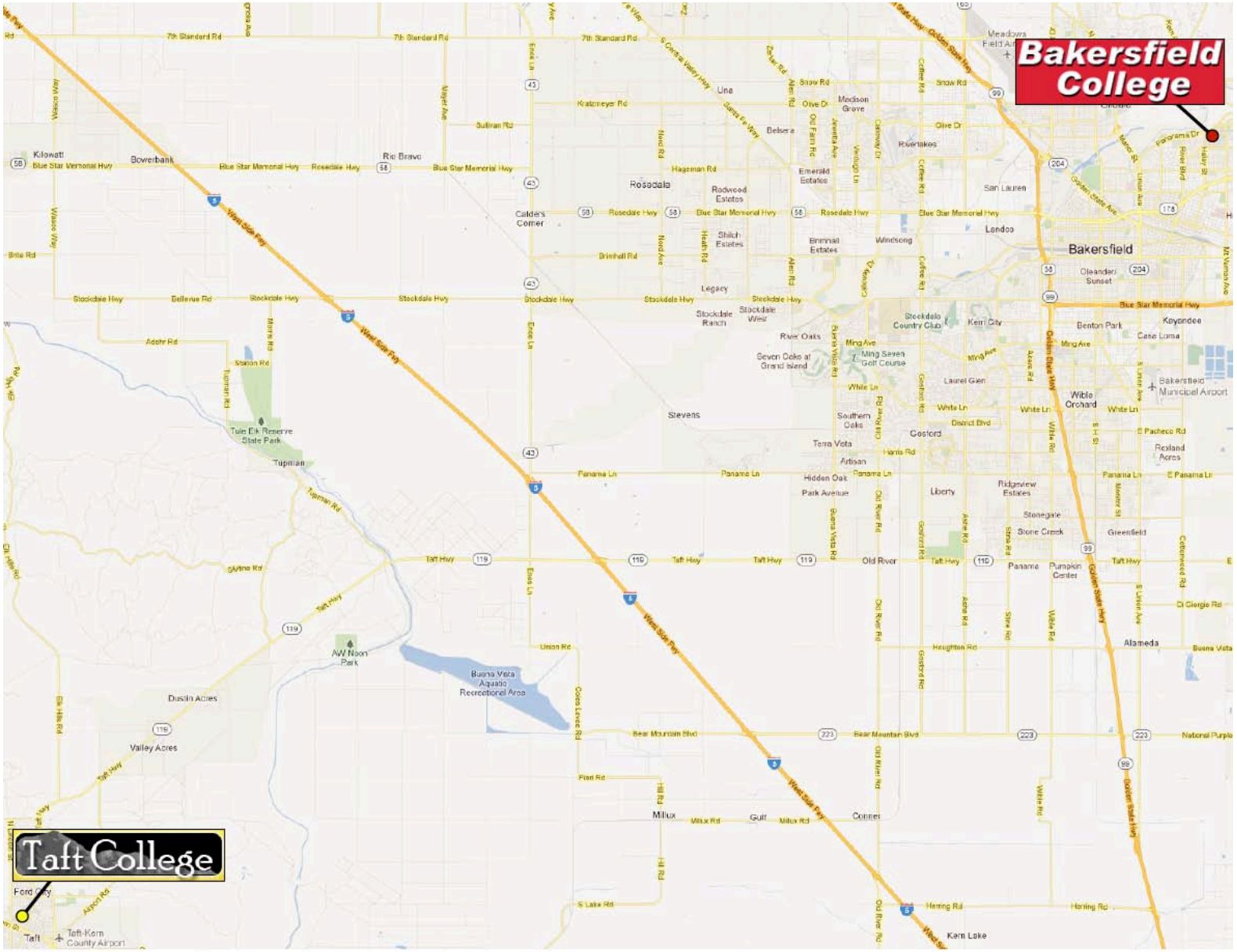
	Finance & Insurance	Real Estate, Rental &	Prof, Sci & Tech Srvs	Mgmt. of Enterprises	Admin. & Support Srvs	Educational Services	Health Care & Social Asst	Leisure & Hospitality	Other Services	Government
2000	544.3	262.6	922.7	294.0	997.2	229.7	1,171.3	1,335.5	487.7	2,318.0
2001	568.9	267.2	936.9	283.6	657.6	237.1	1,210.6	1,365.1	499.2	2,382.1
2002	584.8	268.2	905.0	265.9	939.5	245.4	1,253.3	1,382.3	505.7	2,447.0
2003	613.4	272.3	906.6	246.8	931.2	258.2	1,278.1	1,400.1	504.3	2,426.0
2004	625.8	276.4	918.9	230.3	947.8	262.9	1,297.1	1,439.4	503.8	2,397.7
2005	643.6	283.6	970.2	221.2	968.3	272.2	1,314.3	1,475.2	505.5	2,420.2
2006	646.7	288.5	1,026.5	211.6	1003.3	277.6	1,336.4	1,519.0	207.1	2,452.3
2007	621.1	283.5	1,060.4	206.1	997.9	289.3	1,381.0	1,560.4	512.2	2,494.6
2008	574.5	275.9	1,079.6	206.0	951.6	300.6	1,424.1	1,572.6	511.3	2,518.9
2009	542.5	254.5	1,016.2	194.6	840.8	302.9	1,437.3	1,499.0	484.3	2,497.3
2010e	537.9	242.9	1,006.7	187.3	858.3	319.3	1,445.5	1,484.6	475.5	2,472.5
2011f	540.0	245.0	1,022.0	187.0	880.0	326.0	1,456.5	1,515.5	483.0	2,437.5
2012f	548.0	252.0	1,050.0	186.0	912.5	336.0	1,472.0	1,565.0	502.0	2,425.0

Sources: State of California: Department of Finance, Employment Development Department, Board of Equalization, U.S. Department of Commerce, Construction Industry Research Board, Keyser Center for Economic Research, Los Angeles Economic Development Commission

Appendix C: Inter City Bakersfield College Competitors



In City Bakersfield College Competitors



Appendix D: Instructional Program Alignment Analysis, Bakersfield College, Transfer Model Curriculums and CSU LDTP Patterns

#	Established CSU Lower-division Transfer Preparation (LDTP) Patterns^	Transfer Model Curriculums (SB1440)^	Bakersfield State-Approved Instructional Programs
1	African American Studies		
2	Anthropology		
3	Art, Art History & Graphic Design	Art History*	
4	Asian American Studies		
5	Biology & Microbiology	Biology	Biology
6	Business	Business*	Business Administration
7	Chemistry & Biochemistry	Chemistry	Chemistry
8	Chicana & Chicano Studies		
9	Child & Adolescent Development	Early Childhood Education*	Child Development
10	Chinese		
11	Civil Engineering		Engineering
12	Communication Studies	Communication Studies*	Communication Studies**
13	Computer Engineering		
14	Computer Science	Computer Science	Computer Science
15	Economics		Economics
16	Electrical Engineering		Engineering
17	English	English*	English
18	Family & Consumer Sciences		
19	French		French
20	Geography		
21	Geology	Geology*	Geology
22	German		

Appendix D: Instructional Program Alignment Analysis, Bakersfield College, Transfer Model Curriculums and CSU LDTP Patterns (continued)

#	Established CSU Lower-division Transfer Preparation (LDTP) Patterns^	Transfer Model Curriculums (SB1440)^	Bakersfield State-Approved Instructional Programs
23	History	History*	History
24	Information Systems		Computer Information Systems
25	Japanese		
26	Journalism		Journalism
27	Kinesiology/Physical Education	Kinesiology*	Physical Education
28	Liberal Studies (Teacher Prep. Track)	Liberal Studies (teaching prep)	Liberal Studies
29	Mathematics	Mathematics*	Mathematics
30	Mechanical Engineering		Engineering
31	Music	Music	Music
32	Native American Studies		
33	Nursing		Registered Nursing
34	Philosophy		Philosophy
35	Political Science	Political Science*	Political Science
36	Psychology	Psychology*	Psychology
37	Public Administration		
38	Radio-Television-Film		
39	Social Science (Teacher Preparation Track)		
40	Social Work		
41	Sociology	Sociology*	Sociology
42	Spanish		Spanish
		Admin of Justice/Criminal Justice*	Criminal Justice
		Studio Arts*	Art
		Physics*	Physics
**	established; # pending approval by Board	Theater*	Theater Arts
^ as of November 19, 2011		*approved, others are under discussion	
Sources: CSU and CCC System Office and ASCCC web pages extracted November 17, 2011; analysis by Partnership			
	Cambridge West Partnerhips, LLC		

Appendix E: San Joaquin Valley College Programs and Locations

Program Title	Bakersfield	Visalia	Hanford
Technical Programs			
Aviation Maintenance Technology			
Computer Systems Administration		X	
Heating Ventilation Air Conditioning and Refrigeration	X	X	
Industrial Technology	X	X	
Medical Programs			
Clinical and Administrative Medical Assisting	X	X	
Clinical Medical Assisting		X	X
Dental Assisting	X	X	
Dental Hygiene		X	
Diagnostic Medical Sonography	X		
Licensed Vocational Nursing		X	
LVN to RN A.S. Degree Program		X	
Pharmacy Technology	X	X	
Physician Assistant		X	
Registered Nursing		X	
Respiratory Therapy	X	X	
Surgical Technology	X		
Therapeutic Massage	X		
Veterinary Technology			
Business Programs			
Administrative Health Care Management			X
Business Administration	X	X	X
Construction Management			
Criminal Justice: Corrections	X	X	X
Emergency Services and Safety Management	X		
Health Care Administration		X	
Health Care Insurance Specialist	X		
Human Resource Administration		X	
Total	***13***	***17***	***4***

Source: College web pages, extracted November 17, 2011

Appendix F. California Virtual Campus Associate Degree Programs

#	Associate Degree Program Name	Allen Hancock	Azusa Pacific	Brand-man	Canyons	Cerro Coso	College of San Mateo	Columbia	Fresno City	Golden Gate	Hartnell	LA East	LA Harbor	LA Mission	National	Rio Hondo	Saddle-back	SD Mesa	Santa Barbara	Santa Rosa	Vista	West Valley	West Hills	TOTALS
		Institution																						
1	Associate of Arts		X	X										X										3
2	Accounting	X			X		X									X	X							5
3	Administration of Justice					X		X		X	X			X								X	X	7
4	Anthropology																					X		1
5	Architecture (Landscape/Historic Preservation)																					X		1
6	Business Administration	X				X	X	X		X				X		X	X							8
7	Business- General					X																		1
8	Business- International														X									1
9	Business- Management	X				X										X								3
10	Business- Marketing	X																						1
11	Business- Office Technology					X																		1
12	Business- Small Business Entrepreneurship					X																		1
13	Child Development					X										X								2
14	Computer Business Information Systems	X														X								2
15	Computer Business Office Technology- Word Processing	X																						1
16	Computer Information Systems (Computer Technology)					X		X															X	3
17	Computer Interactive Media Design																		X					1
18	Computer- Network Administration																			X				1
19	Computer Science Applications & Development						X																	1
20	Computer Video Game Production													X										1
21	English			X						X						X								3
22	Environmental Studies							X																1
23	Fine Arts							X																1
24	Fire Technology	X						X																2
25	Fire Technology, Wildland	X																						1
26	General Sciences (Liberal Studies emphasis only)					X																		1

#	Associate Degree Program Name	Institution																								
		Allen Hancock	Azusa Pacific	Brand-man	Canyons	Cerro Coso	College of San Mateo	Columbia	Fresno City	Golden Gate	Hartnell	LA East	LA Harbor	LA Mission	National	Rio Hondo	Saddle-back	SD Mesa	Santa Barbara	Santa Rosa	Vista	West Valley	West Hills	TOTALS
27	Golf Management													X										1
28	Health Information Technology	X						X										X						3
29	History			X												X								2
30	Hospitality & Consumer Service													X										1
31	Human Development															X								1
32	Humanities																		X					1
33	Human Services					X		X																2
34	International Studies	X																						1
35	Legal Assisting												X											1
36	Liberal Arts- Arts & Humanities																						X	1
37	Liberal Arts- Math & Science																						X	1
38	Liberal Arts- Social & Behavioral Science	X			X						X					X							X	5
39	Liberal Arts- General Studies	X						X																2
40	Liberal Studies- Teaching															X			X					2
41	Mathematics					X																		1
42	Paralegal					X																		1
43	Public Administration													X										1
44	Psychology	X														X							X	3
45	Real Estate											X				X								2
46	Sociology															X								1
47	Spanish	X																	X					2
48	Web Design					X																		1
	TOTALS	**14**	**1**	**1**	**4**	**13**	**3**	**8**	**1**	**2**	**2**	**1**	**1**	**1**	**7**	**1**	**13**	**2**	**1**	**4**	**1**	**3**	**6**	

Source: California Virtual Campus. Retrieved 12/3/11 from http://www.cvc.edu/ and personal correspondence; analysis by Cambridge West Partnership, LLC

Appendix G: Bakersfield College, Inventory of Instructional Programs, 9/14/11

#	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	AA-T Degree	AS-T Degree	CERT OF ACHIEVE-MENT > 18	CERT OF ACHIEVE-MENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
1997	Accounting	50200	Yes	No	No	Yes	No	No	No	No	No	1970	0	31		Active
2004	Administrative Office Assistant	51400	Yes	No	No	Yes	No	No	No	No	No	1970	0	31		Active
1989	Agriculture Business Management	11200	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	30		Active
20239	Agriculture Business Management	11200	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
2010	American Sign Language	85000	No	No	No	Yes	No	No	No	No	No	1986	0	18		Active
20235	Animal Science	10200	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
9237	Animal Science	10200	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	30		Active
2075	Anthropology	220200	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
1992	Architecture/Architectural Drafting	20100	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	39.5		Active
2034	Art	100200	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
11277	Auto Brakes & Wheel Alignment	94800	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
11278	Auto Engine Overhaul	94800	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
11280	Auto Power Trains	94800	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
11279	Auto Tune-Up and Emissions	94800	Yes	No	No	No	No	No	No	Yes	No	1970	26		0	Active
1993	Biology	40100	No	No	No	No	Yes	No	No	No	No	1970	0	18		Active
9241	Bookkeeping	50200	Yes	No	No	No	No	No	No	Yes	No	1970	26		0	Active
2025	Bricklayers/Tilesetters Apprenticeship	95260	No	No	No	No	No	No	No	No	No	1970	0		0	Inactive
1996	Business Administration	50500	Yes	No	No	Yes	No	No	No	No	No	1970	0	26		Active
16571	CVHEC Liberal Arts Transfer	490110	No	Yes	No	Yes	No	No	No	No	No	2005	0	39		Active
2002	California Real Estate	51100	Yes	No	No	Yes	No	No	No	No	No	1970	0	24		Active
20244	California Real Estate	51100	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
2022	Carpentry Apprenticeship	95210	Yes	No	No	Yes	No	No	No	No	No	1970	0	30		Active
20254	Carpentry Apprenticeship	95210	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
2065	Chemistry	190500	No	No	No	No	Yes	No	No	No	No	1970	0	31		Active
14767	Chicano Studies	220300	No	Yes	No	Yes	No	No	No	No	No	2003	0	18		Active
11284	Chief Officer Certification	213350	Yes	No	No	No	No	No	No	Yes	No	1973	22		0	Active
11282	Child Development Master Teacher	130500	Yes	No	No	No	No	No	No	Yes	No	1997	32		0	Active
9258	Child Development Teacher	130500	Yes	No	No	No	No	No	No	Yes	No	1996	24		0	Active
2070	Child Development and Family Relations	130500	Yes	No	No	No	Yes	No	No	No	No	1970	0	24		Active
20267	Child Nutrition Management	130620	Yes	No	No	No	No	No	No	Yes	No	1970	24		0	Active
2054	Child Nutrition Management	130620	Yes	No	No	No	Yes	No	No	No	No	1970	0	30		Active
30711	Communication	150600	No	No	Yes	No	No	No	No	No	Yes	2011	12			Active
2059	Communication	150600	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
30629	Communication Studies	150600	No	Yes	No	No	No	Yes	No	No	No	2011		18	60	Active
20248	Computer Information Systems	70200	Yes	No	No	No	No	No	No	Yes	No	1970	35.5		0	Active
2009	Computer Information Systems	70200	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	35.5		Active

Source: Bakersfield College, Office of Instruction

Appendix G: Bakersfield College- Inventory of Instructional Programs, 9/14/11 (continued)

#	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	AA-T Degree	AS-T Degree	CERT OF ACHIEVE-MENT > 18	CERT OF ACHIEVE-MENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
2008	Computer Science	70600	No	No	No	No	Yes	No	No	No	No	1970	0	36		Active
20249	Computer Science (transfer)	70600	No	No	No	No	No	No	No	Yes	No	1970	35.5		0	Active
20253	Construction Technology	95200	Yes	No	No	No	No	No	No	Yes	No	1990	32		0	Active
20261	Control Systems Technology	95600	Yes	No	No	No	No	No	No	Yes	No	2006	34		0	Active
16841	Control Systems Technology	95600	Yes	No	No	No	Yes	No	No	No	No	2006	0	40		Active
2069	Correctional Administration	210510	Yes	No	No	Yes	No	No	No	No	No	1970	0	24		Active
2068	Criminal Justice	210500	Yes	No	No	Yes	No	No	No	No	No	1970	0	24		Active
2081	Culinary Arts	130630	Yes	No	No	No	Yes	No	No	No	No	1975	0	31		Active
20268	Culinary Arts	130630	Yes	No	No	No	No	No	No	Yes	No	1975	24.5		0	Active
9259	Dietetic Services	130620	Yes	No	No	No	No	No	No	Yes	No	1977	24.5		0	Active
2040	Digital Arts	103000	Yes	No	No	Yes	No	No	No	No	No	1971	0	18		Active
20266	Digital Arts	103000	Yes	No	No	No	No	No	No	Yes	No	1971	27		0	Active
24164	ESL Certificate of Competency - Intermd	493080	No	No	No	No	No	No	No	No	No					Active
2077	Economics	220400	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
2023	Electrician Apprenticeship	95220	Yes	No	No	Yes	No	No	No	No	No	1970	0	30		Active
20255	Electrician Apprenticeship	95220	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
20251	Electronic Technology	93400	Yes	No	No	No	No	No	No	Yes	No	1970	32		0	Active
2014	Engineering	90100	No	No	No	No	Yes	No	No	No	No	1970	0	50		Active
9243	Engineering Technology	92400	Yes	No	No	No	Yes	No	No	No	No	1987	0	40		Active
2056	English	150100	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
20238	Environmental Horticulture	10900	Yes	No	No	No	No	No	No	Yes	No	1970	27		0	Active
1988	Environmental Horticulture	10900	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	31		Active
20242	Environmental Technology	30300	Yes	No	No	No	No	No	No	Yes	No	1990	33		0	Active
2089	Environmental Technology	30300	Yes	No	No	No	Yes	No	No	No	No	1990	0	33		Active
9261	Fire Officer Certification	213350	Yes	No	No	No	No	No	No	Yes	No	1973	18		0	Active
20269	Fire Technology	213300	Yes	No	No	No	No	No	No	Yes	No	1970	32		0	Active
2073	Fire Technology	213300	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	32		Active
9260	Food Service Management	130710	Yes	No	No	No	Yes	No	No	No	No	1975	0	30		Active
9239	Forestry	11400	Yes	No	No	Yes	Yes	No	No	No	No	1973	0	34		Active
20241	Forestry	11400	Yes	No	No	No	No	No	No	Yes	No	1973	34		0	Active
9251	French	110200	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
2066	Geology	191400	No	No	No	No	Yes	No	No	No	No	1970	0	29		Active
2078	History	220500	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
9238	Horticulture	10300	Yes	No	No	Yes	No	No	No	No	No	1970	0	22		Active
1984	Human Services	210400	Yes	No	No	Yes	Yes	No	No	No	No	1990	0	30		Active
9245	Industrial Drawing	95300	Yes	No	No	Yes	No	No	No	No	No	1989	0	20		Active

Source: Bakersfield College, Office of Instruction

Appendix G: Bakersfield College- Inventory of Instructional Programs, 9/14/11 (continued)

#	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	AA-T Degree	AS-T Degree	CERT OF ACHIEVE-MENT > 18	CERT OF ACHIEVE-MENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
2029	Industrial Tech: Manufacturing Technology Option	95600	Yes	No	No	No	Yes	No	No	No	No	1970	0	30		Active
9248	Industrial Technology (General)	95600	Yes	No	No	No	Yes	No	No	No	No	1973	0	30		Active
2019	Industrial Technology: Automotive	94800	Yes	No	No	No	Yes	No	No	No	No	1970	0	32		Active
2086	Industrial Technology: Construction	95200	Yes	No	No	No	Yes	No	No	No	No	1990	0	30		Active
2015	Industrial Technology: Electronics	93400	Yes	No	No	No	Yes	No	No	No	No	1970	0	30		Active
2027	Industrial Technology: Industrial Drawing	95300	Yes	No	No	No	Yes	No	No	No	No	1970	0	30		Active
2031	Industrial Technology: Welding	95650	Yes	No	No	No	Yes	No	No	No	No	1970	0	32		Active
20259	Industrial Technology: Woodworking & Cabinetmaking	95250	Yes	No	No	No	No	No	No	Yes	No	1970	33		0	Active
9244	Industrial Technology: Woodworking & Cabinetmaking	95250	Yes	No	No	No	Yes	No	No	No	No	1970	0	29		Active
2006	Journalism	60200	Yes	No	No	Yes	No	No	No	No	No	1970	0	18		Active
11281	LVN to Associate Degree Nurse	123010	Yes	No	No	No	Yes	No	No	No	No	1970	0	48.5		Active
2090	Liberal Arts	490100	No	No	No	Yes	No	No	No	No	No	1991	0	18		Active
9264	Liberal Studies	490120	No	No	No	Yes	No	No	No	No	No	1996	0	18		Active
11273	Management/Logistics	51000	No	No	No	No	No	No	No	No	No	1996	0		0	Inactive
20262	Manufacturing Technology	95600	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
2001	Marketing	50900	Yes	No	No	Yes	No	No	No	No	No	1970	0	24		Active
20243	Marketing	50900	Yes	No	No	No	No	No	No	Yes	No	1970	21		0	Active
2061	Mathematics	170100	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
2035	Music	100400	No	No	No	Yes	No	No	No	No	No	1970	0	27		Active
11276	Office Assistant	51400	Yes	No	No	No	No	No	No	Yes	No	1970	28		0	Active
9246	Operating Engineer Apprenticeship	94730	Yes	No	No	Yes	No	No	No	No	No	1970	0	30		Active
20252	Operating Engineer Apprenticeship	94730	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
2026	Painting & Decorating Apprenticeship	95270	No	No	No	No	No	No	No	No	No	1970	0		0	Inactive
2060	Philosoophy	150900	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
2011	Physical Education	83500	No	No	No	Yes	No	No	No	No	No	1970	0	23		Active
2064	Physics	190200	No	No	No	No	Yes	No	No	No	No	1970	0	34		Active
1987	Plant Science	10300	Yes	No	No	Yes	Yes	No	No	No	No	1970	0	31		Active
20237	Plant Science	10300	Yes	No	No	No	No	No	No	Yes	No	1970	27		0	Active
20257	Plumbers & Steamfitters Apprenticeship	95230	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
2024	Plumbers & Steamfitters Apprenticeship	95230	Yes	No	No	Yes	No	No	No	No	No	1970	0	30		Active
2079	Political Science	220700	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
9262	Political Science, Emphasis in Domestic Policy	220700	No	No	No	Yes	No	No	No	No	No	1996	0	18		Active

Source: Bakersfield College, Office of Instruction

Appendix G: Bakersfield College- Inventory of Instructional Programs, 9/14/11 (continued)

#	Title	TOP	CTE	TRANSFER	OTHER	AA DEGREE	AS DEGREE	AA-T Degree	AS-T Degree	CERT OF ACHIEVE-MENT > 18	CERT OF ACHIEVE-MENT <= 12	Year Approved	Cert Units	Major Units	Total Units	Status
9263	Political Science, Emphasis in International Relations	221000	No	No	No	Yes	No	No	No	No	No	1996	0	18		Active
9265	Pre-Veterinary Medicine	126000	No	No	No	Yes	No	No	No	No	No	1979	0	52		Active
2067	Psychology	200100	No	No	No	Yes	No	No	No	No	No	1970	0	19		Active
30593	Psychology	200100	No	Yes	No	No	No	Yes	No	No	No	2011		21	60	Active
2048	Radiologic Technology	122500	Yes	No	No	No	Yes	No	No	No	No	1971	0	62		Active
2044	Registered Nursing	123010	Yes	No	No	No	Yes	No	No	No	No	1970	0	40		Active
9242	Retail Management	50650	Yes	No	No	No	No	No	No	Yes	No	2000	31		0	Active
12330	Retail Management (WAFC)	50650	Yes	No	No	No	No	No	No	Yes	No	2001	31		0	Active
20264	Sheetmetal Apprencticeship	95640	Yes	No	No	No	No	No	No	Yes	No	1970	30		0	Active
9247	Sheetmetal Apprencticeship	95640	Yes	No	No	No	Yes	No	No	No	No	1970	0	30		Active
30628	Sociology	220800	No	Yes	No	No	No	Yes	No	No	No	2011		21	60	Active
2080	Sociology	220800	No	No	No	Yes	No	No	No	No	No	1970	0	19		Active
2043	Spanish	110500	No	No	No	Yes	No	No	No	No	No	1970	0	18		Active
2037	Theatre Arts	100700	No	No	No	Yes	No	No	No	No	No	1970	0	19		Active
2045	Vocational Nursing	123020	Yes	No	No	No	No	No	No	Yes	No	1970	44		0	Active
20245	Web Development: Cross-Discipline Emphasis	61430	Yes	No	No	No	No	No	No	Yes	No	2001	30.5		0	Active
12374	Web Development: Cross-Discipline Emphasis	61430	Yes	No	No	No	Yes	No	No	No	No	2001	0	29.5		Active
12372	Web Development: Design Emphasis	61430	Yes	No	No	No	Yes	No	No	No	No	2001	0	29.5		Active
12373	Web Development: Web Programming Emphasis	70710	Yes	No	No	No	Yes	No	No	No	No	2001	0	29.5		Active
20250	Web Development: Web Programming Emphasis	70710	Yes	No	No	No	No	No	No	Yes	No	2001	30.5		0	Active
20246	Website Development: Design Emphasis	61430	Yes	No	No	No	No	No	No	Yes	No	2001	30.5		0	Active
20265	Welding	95650	Yes	No	No	No	No	No	No	Yes	No	1970	25.5		0	Active
16988	Wildland Fire Technology	213310	Yes	No	No	No	Yes	No	No	No	No	2006	0	30		Active

Source: Bakersfield College, Office of Instruction

Appendix H: Bakersfield College Programs That Might Be Reconsidered

(five-year award period 2006-07 to 2010-11)

Major	Award Detail	Awards by Academic Year					Awards Over 5 Yrs	Annual Avg Over 5 Yrs
		06-07	07-08	08-09	09-10	10-11		
Associate Awards (Combined)								
Administration of Justice	Associate in Arts	14	6	5			25	5.0
Criminal Justice	Associate in Arts	13	15	17	29	41	115	23.0
Criminal Justice	**Associate in Arts**	**27**	**21**	**22**	**29**	**41**	**140**	**28.0**
Communication	**Associate in Arts**	**15**	**24**	**21**	**20**	**32**	**112**	**22.4**
History	**Associate in Arts**	**22**	**20**	**16**	**16**	**28**	**102**	**20.4**
Accounting	**Associate in Arts**	**20**	**22**	**22**	**18**	**13**	**95**	**19.0**
Radiological Technology	**Associate in Science**	**17**	**20**	**15**	**22**	**15**	**89**	**17.8**
Human Services	**Associate in Science**	**22**	**10**	**18**	**19**	**12**	**81**	**16.2**
Fire Technology	**Associate in Arts**	**14**	**21**	**14**	**18**	**14**	**81**	**16.2**
Biology	**Associate in Science**	**13**	**11**	**15**	**11**	**19**	**69**	**13.8**
Sociology	Associate in Arts	9	20	6	12	15	62	12.4
Sociology	Associate in Science		2				2	0.4
Sociology (Combined)	**Associate in Arts**	**9**	**22**	**6**	**12**	**15**	**64**	**12.8**
American Sign Language	**Associate in Arts**	**16**	**10**	**9**	**13**	**9**	**57**	**11.4**
Computer Graphic Art	Associate in Arts	3	1		1		5	1.0
Digital Arts	Associate in Arts	8	9	13	11	10	51	10.2
Digital Arts	Associate in Science		1				1	0.2
Digital Arts (Combined)	**Associate in Arts**	**11**	**11**	**13**	**12**	**10**	**57**	**11.4**
Spanish	Associate in Arts	13	13	8	10	11	55	11.0
Spanish	Associate in Science			1			1	0.2
Spanish (Combined)	**Associate in Arts**	**13**	**13**	**9**	**10**	**11**	**56**	**11.2**
Human Services	**Associate in Arts**	**12**	**7**	**12**	**9**	**15**	**55**	**11.0**
Art	**Associate in Arts**	**13**	**7**	**12**	**9**	**11**	**52**	**10.4**
English	**Associate in Arts**	**10**	**8**	**10**	**7**	**15**	**50**	**10.0**
Mathematics	**Associate in Arts**	**8**	**6**	**4**	**8**	**6**	**32**	**6.4**
Anthropology	**Associate in Arts**	**4**	**6**	**4**	**2**	**10**	**26**	**5.2**
Architecture/Architrl Drft	**Associate in Science**	**5**	**2**	**9**	**2**	**7**	**25**	**5.0**
Political Science	**Associate in Arts**	**3**	**4**	**6**	**5**	**5**	**23**	**4.6**
Architecture/Architrl Drft	**Associate in Arts**	**5**	**4**	**7**	**4**	**2**	**22**	**4.4**
Philosophy	**Associate in Arts**	**5**	**9**	**1**	**3**	**4**	**22**	**4.4**
Culinary Arts	**Associate in Science**	**3**	**7**	**2**	**4**	**5**	**21**	**4.2**
Correctional Administration	**Associate in Arts**	**4**	**6**	**6**	**2**	**2**	**20**	**4.0**
Animal Science	**Associate in Science**	**3**	**1**	**6**	**4**	**5**	**19**	**3.8**
Economics	**Associate in Arts**	**2**	**3**	**7**	**5**	**2**	**19**	**3.8**
Forestry	**Associate in Science**	**7**	**4**	**1**	**1**	**4**	**17**	**3.4**
Journalism	**Associate in Arts**	**5**	**2**	**2**	**7**	**1**	**17**	**3.4**
Agriculture Business Mgmt	**Associate in Arts**	**3**	**2**	**3**	**6**	**2**	**16**	**3.2**
Administrative Office Asst	**Associate in Arts**	**2**	**1**	**3**	**4**	**5**	**15**	**3.0**
Indstrl Tech,Elect Optn	**Associate in Science**	**4**	**6**	**2**	**0**	**3**	**15**	**3.0**
Computer Information Systems	**Associate in Science**	**4**	**1**	**6**		**3**	**14**	**2.8**
Marketing	**Associate in Arts**		**1**	**4**	**7**	**1**	**13**	**2.6**
Computer Science	**Associate in Science**	**2**	**2**	**2**	**5**	**2**	**13**	**2.6**
Animal Science	**Associate in Arts**	**2**	**3**	**2**	**3**	**2**	**12**	**2.4**
Real Estate	**Associate in Arts**	**2**	**3**	**3**	**1**	**3**	**12**	**2.4**
Forestry	**Associate in Arts**	**1**	**4**	**1**	**4**	**1**	**11**	**2.2**
Physical Education	**Associate in Arts**	**1**	**2**	**4**	**1**	**3**	**11**	**2.2**
Fire Technology	**Associate in Science**	**1**	**3**		**4**	**3**	**11**	**2.2**
Chicano Studies	**Associate in Arts**	**3**		**2**	**2**	**4**	**11**	**2.2**
Indstrl Tech,Auto Optn	**Associate in Science**	**1**	**2**	**4**	**4**	**0**	**11**	**2.2**
Engineering, General	**Associate in Science**	**3**	**1**	**4**	**1**	**1**	**10**	**2.0**
Music	**Associate in Arts**	**1**	**2**	**1**	**4**	**2**	**10**	**2.0**

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Appendix H: Bakersfield College Programs That Might Be Reconsidered
(five-year award period 2006-07 to 2010-11)

Major	Award Detail	Awards by Academic Year					Awards Over 5 Yrs	Annual Avg Over 5 Yrs
		06-07	07-08	08-09	09-10	10-11		
Web Authoring-Design Emphasis	**Associate in Science**			1	2	4	7	1.4
Web Authoring-Programming Emp.	**Associate in Science**				1	1	2	0.4
Web Authoring (Grouped)	**Associate in Science**	0	0	1	3	5	9	1.8
Indstrl Tech,Industrial Drwg	**Associate in Science**		2	1	3	2	8	1.6
Computer Information Systems	**Associate in Arts**	1	1	1	3	1	7	1.4
Industrial Drawing	**Associate in Arts**	1	1	2	1	2	7	1.4
Food Service Management	**Associate in Science**	1	2	2	1	1	7	1.4
Political Sci-Internl Relation	**Associate in Arts**	3		1	2	1	7	1.4
Plant Science	**Associate in Science**		1	2	2		5	1.0
Plant Science	**Associate in Arts**	1	1		1	2	5	1.0
Indstrl Tech,Construction Optn	**Associate in Science**	1	1	2	1		5	1.0
Environmental Horticulture	**Associate in Science**	2	1			1	4	0.8
Physics	**Associate in Science**				1	3	4	0.8
Political Sci-Domestic Policy	**Associate in Arts**		1	1	1	1	4	0.8
Agriculture Business Mgmt	**Associate in Science**			2	1		3	0.6
Theatre Arts	**Associate in Arts**	1			1	1	3	0.6
Chemistry	**Associate in Science**	1				2	3	0.6
Indstrl Tech,Welding Option	**Associate in Science**		1	1	1		3	0.6
Indultrl Tech,Mfg Tech	Associate in Science					1	1	0.2
Indstrl Tech,Automtd Prod/Mfg	Associate in Science	1		1			2	0.4
Indultrl Tech,Mfg Tech (Combined)	**Associate in Science**	1	0	1	0	1	3	0.6
Horticulture	**Associate in Arts**		1		1		2	0.4
Engineering Technology	**Associate in Science**	1			1		2	0.4
Indstrl Tech,Wood/Cabinet	**Associate in Science**	1				1	2	0.4
Industrial Tech, Gen.	**Associate in Science**	0	0	0	0	2	2	0.4
Environmental Horticulture	**Associate in Arts**			1			1	0.2
Control Systems Technology	**Associate in Science**					1	1	0.2
Child Nutrition Management	**Associate in Science**				1		1	0.2

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Appendix H: (continued)

Active Programs with No Awards: 2006-07 through 2010-11

Major	Award Detail	Awards by Academic Year					Awards Over 5 Yrs	Annual Avg Over 5 Yrs
		06-07	07-08	08-09	09-10	10-11		
Wildland Fire Technology	**Associate in Science**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
French	**Associate in Arts**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Geology	**Associate in Science**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**

Bakersfield College Certificates (Combined)

Emergency Medical Technology	**Certificate of Completion**					**92**	**92**	**18.4**
Fire Technology	Cert of Achievement >1 <2 yr	9	6	16		8	39	7.8
Fire Technology	Cert. of Achievement < 1 yr		22	20	4	1	47	9.4
Fire Technology (Combined)	**Cert of Achievement >1 <2 yr**	**9**	**28**	**36**	**4**	**9**	**86**	**17.2**
Bookkeeping	**Cert. of Achievement < 1 yr**	**10**	**13**	**10**	**22**	**10**	**65**	**13.0**
Gas/Tung/Flux Core Arc Welding	**Certificate of Completion**	**9**	**11**	**6**	**17**	**14**	**57**	**11.4**
Electrician Apprenticeship	Cert. of Achievement < 1 yr	17	6	14			37	7.4
Electrician Apprenticeship	Cert of Achievement >1 <2 yr				10	9	19	3.8
Electrician Appr. (Combined)	**Cert. of Achievement**	**17**	**6**	**14**	**10**	**9**	**56**	**11.2**
Plumbing/Pipefitting	Cert. of Achievement < 1 yr	22	9	11	1		43	8.6
Plumbing/Pipefitting	Cert of Achievement >1 <2 yr				12		12	2.4
Plumbing/Pipefitting (Combined)	**Cert. of Achievement**	**22**	**9**	**11**	**13**	**0**	**55**	**11.0**
Architectural CAD	**Certificate of Completion**	**4**	**13**	**1**	**12**	**14**	**44**	**8.8**
Air Condit, Heating & Refrig	**Certificate of Completion**	**16**	**14**		**11**		**41**	**8.2**
Electronics Technology	Cert of Achievement >1 <2 yr	5	5	1		14	25	5.0
Electronics Technology	Cert. of Achievement < 1 yr	3			1		4	0.8
Indstrl Tech,Electronics Optn	Cert of Achievement >1 <2 yr		1	6	4		11	2.2
Electronics Technology (Combined)	**Cert of Achievement >1 <2 yr**	**8**	**6**	**7**	**5**	**14**	**40**	**8.0**
Human Services	Certificate of Completion			12	4	8	24	4.8
Human Services	Cert. of Completion < 1 yr	9	4				13	2.6
Human Services (Combined)	**Certificate of Completion**	**9**	**4**	**12**	**4**	**8**	**37**	**7.4**
Veterinary Technician	**Certificate of Completion**	**7**	**4**	**4**	**3**	**17**	**35**	**7.0**
Blueprint Reading & Layout	**Certificate of Completion**	**4**	**6**	**3**	**13**	**7**	**33**	**6.6**
Auto Tune-up	Cert. of Achievement < 1 yr	2	11	1	7	2	23	4.6
Auto Tune-up	Cert of Achievement >1 <2 yr					6	6	1.2
Auto Tune-up (Combined)	**Cert. of Achievement < 1 yr**	**2**	**11**	**1**	**7**	**8**	**29**	**5.8**
Office Assistant I	Certificate of Completion			3	8	8	19	3.8
Office Assistant I	Cert. of Completion < 1 yr	4	5				9	1.8
Office Assistant I (Combined)	**Certificate of Completion**	**4**	**5**	**3**	**8**	**8**	**28**	**5.6**
Carpentry Apprenticeship	**Cert. of Achievement < 1 yr**	**22**	**1**	**3**			**26**	**5.2**
Woodworking/Cabinetmaking	**Certificate of Completion**		**13**		**12**		**25**	**5.0**
Shielded Metal Arc Welding	**Certificate of Completion**	**5**	**5**	**1**	**9**	**5**	**25**	**5.0**
Auto Brake & Wheel Alignment	Cert. of Achievement < 1 yr	1	11	2	5	1	20	4.0
Auto Brake & Wheel Alignment	Cert of Achievement >1 <2 yr					5	5	1.0
Auto Brake & Wheel Align (Combined)	**Cert. of Achievement < 1 yr**	**1**	**11**	**2**	**5**	**6**	**25**	**5.0**
Auto Engine Overhaul	Cert. of Achievement < 1 yr	1	9		4	3	17	3.4
Auto Engine Overhaul	Cert of Achievement >1 <2 yr					5	5	1.0
Auto Engine Overhaul	Certificate of Completion			1			1	0.2
Auto Engine Overhaul (Combined)	**Cert. of Achievement < 1 yr**	**1**	**9**	**1**	**4**	**8**	**23**	**4.6**
Culinary Arts	**Cert. of Achievement < 1 yr**	**1**	**3**	**2**	**7**	**8**	**21**	**4.2**

Appendix H: Bakersfield College Certificates (combined) continued

Major	Award Detail	Awards by Academic Year					Awards Over 5 Yrs	Annual Avg Over 5 Yrs
		06-07	07-08	08-09	09-10	10-11		
Auto Power Train	Cert. of Achievement < 1 yr	1	9	1	5	1	17	3.4
Auto Power Train	Cert of Achievement >1 <2 yr					3	3	0.6
Auto Power Train (Combined)	**Cert. of Achievement < 1 yr**	**1**	**9**	**1**	**5**	**4**	**20**	**4.0**
Digital Arts	**Cert. of Achievement < 1 yr**	**4**	**5**	**4**	**5**	**1**	**19**	**3.8**
Office Assistant II	Cert. of Achievement < 1 yr	3	3	1	4	1	12	2.4
Office Assistant (Combined)	**Cert. of Achievement < 1 yr**	**3**	**3**	**1**	**4**	**1**	**12**	**2.4**
Sheetmetal Apprenticeship	Cert. of Achievement < 1 yr	7			3		10	2.0
Sheetmetal Apprenticeship	Cert of Achievement >1 <2 yr	2	1			2	5	1.0
Retail Management-Supermarket	**Cert. of Achievement < 1 yr**				**2**		**2**	**0.4**
Indultrl Tech,Mfg Tech	Cert of Achievement >1 <2 yr					1	1	0.2
Indultrl Tech,Mfg Tech	Cert. of Achievement < 1 yr		1				1	0.2
Manufacturing Technology	**Cert of Achievement >1 <2 yr**	**0**	**1**	**0**	**0**	**1**	**2**	**0.4**
Animal Science	**Cert of Achievement >1 <2 yr**					**1**	**1**	**0.2**
Plant Science	**Cert. of Achievement < 1 yr**					**1**	**1**	**0.2**
Agriculture Business Mgmt	**Cert. of Achievement < 1 yr**				**1**		**1**	**0.2**
Forestry	**Cert. of Achievement < 1 yr**		**1**				**1**	**0.2**
Office Software Specialist	**Certificate of Completion**	**1**					**1**	**0.2**
Control Systems Technology	**Cert of Achievement >1 <2 yr**					**1**	**1**	**0.2**
Child Nutrition Management	**Cert of Achievement >1 <2 yr**					**1**	**1**	**0.2**
Industrial Technology	**Certificate of Completion**				**1**		**1**	**0.2**
Indstrl Tech,Automotive Optn	**Cert. of Achievement < 1 yr**		**1**				**1**	**0.2**

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Major	Award Detail	Awards by Academic Year					Awards Over 5 Yrs	Annual Avg Over 5 Yrs
		06-07	07-08	08-09	09-10	10-11		
Automotive Heating, Ventilation, and Air Conditioning-HVAC*	**Certificate of Completion**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Basic and Advanced Clean Air Car Course*	**Certificate of Completion**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Computer Information Systems	**Cert of Achievement >1 <2 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Computer Science	**Cert of Achievement >1 <2 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Web Development: Design Emphasis	**Cert of Achievement >1 <2 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Web Development: Programming Emphasis	**Cert of Achievement >1 <2 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Chief Officer Certification, Nfpa Standard 1021	**Cert. of Achievement < 1 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Fire Officer Certification, Nfpa Standard 1021	**Cert. of Achievement < 1 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**
Cabinetmaking	**Cert of Achievement >1 <2 yr**	**0**	**0**	**0**	**0**	**0**	**0**	**0.0**

*** Program was implemented in the 2011-12 Academic Year**

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Appendix I: Bakersfield College Recently Launched Programs

Unique Code	Title	TOP	Year Approved	Award Code	Description	Annual Average Awards
30711	Communication	150600	2011	B	Certificate 12 to <18	0.0
30629	Communication Studies	150600	2011	A	AA-T	0.0
30593	Psychology	200100	2011	A	AA-T	0.0
30628	Sociology	220800	2011	A	AA-T	0.0

Source: Kern District Annual Program Award Files; analysis by Cambridge West Partnership, LLC

Appendix J: Bakersfield College- Main Campus WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
DIVISION	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Division 1: Nursing & Allied Health																				
Allied Health																				
Medical Science	8	1,476.28	184.5	45.8	22	8	8	1,190.70	418.4	1,609.1	50.0	9	1,305.5	458.7	1,764.2	54.8	10	1,408.1	494.8	1,902.9	59.1
Nursing, Registered	26	6,926.23	266.4	215.0	41	125	26	1,887.40	5,662.2	7,549.6	234.4	28	2,069.2	6,207.6	8,276.8	257.0	31	2,232.0	6,696.0	8,928.0	277.2
Nursing, Registered (Online)	1	51.24	51.2	1.6	2	2	1	27.90	27.9	55.8	1.7	1	30.6	30.6	61.2	1.9	1	33.0	33.0	66.0	2.0
Nursing, Vocational	9	937.98	104.2	29.1	18	18	9	511.20	511.2	1,022.4	31.7	9	560.4	560.4	1,120.8	34.8	10	604.6	604.6	1,209.2	37.5
Nursing, Vocational (Clinical)	3	420.00	140.0	13.0	2	18	3	45.80	412.0	457.8	14.2	3	50.2	451.7	501.9	15.6	3	54.1	487.2	541.3	16.8
Radiologic Technology	6	752.59	125.4	23.4	12	30	6	237.90	582.4	820.3	25.5	6	260.8	638.5	899.3	27.9	6	281.3	688.8	970.1	30.1
Radiologic Technology (Clinical)	1	335.94	335.9	10.4	0	14	1	0.00	366.2	366.2	11.4	1	0.0	401.4	401.4	12.5	1	0.0	433.0	433.0	13.4
Public Safety																				
Fire Technology (Online)	8	926.96	115.9	28.8	24	0	8	1,010.40	0.0	1,010.4	31.4	9	1,107.7	0.0	1,107.7	34.4	10	1,194.9	0.0	1,194.9	37.1
Division 1: Total	**62**	**11,827.22**	**190.8**	**367.2**	**121**	**215**	**62**	**4,911.30**	**7,980.3**	**12,891.6**	**400.3**	**66**	**5,384.4**	**8,748.9**	**14,133.3**	**438.8**	**72**	**5,808.0**	**9,437.4**	**15,245.4**	**473.3**
Division 2: Beh Sci/Soc Sci/Arts/Philo/Comm																				
Behavioral Science																				
Anthropology	9	1,332.79	148.1	41.4	27	0	10	1,452.70	0.0	1,452.7	45.1	10	1,592.7	0.0	1,592.7	49.4	11	1,718.0	0.0	1,718.0	53.3
Anthropology (Online)	1	108.00	108.0	3.4	3	0	1	117.70	0.0	117.7	3.7	1	129.1	0.0	129.1	4.0	1	139.2	0.0	139.2	4.3
Criminal Justice	16	2,124.99	132.8	66.0	48	0	19	2,316.30	0.0	2,316.3	71.9	21	2,539.3	0.0	2,539.3	78.8	23	2,739.1	0.0	2,739.1	85.0
Criminal Justice (Online)	4	351.01	87.8	10.9	12	0	4	382.60	0.0	382.6	11.9	4	419.4	0.0	419.4	13.0	4	452.4	0.0	452.4	14.0
Human Services	2	387.63	193.8	12.0	5	9	2	152.10	270.4	422.5	13.1	2	166.8	296.5	463.3	14.4	3	179.9	319.8	499.7	15.5
Psychology	26	4,860.28	186.9	150.9	109	6	30	5,032.80	264.9	5,297.7	164.5	35	5,517.5	290.4	5,807.9	180.3	37	5,951.6	313.2	6,264.8	194.5
Psychology (Online)	2	207.00	103.5	6.4	6	0	2	225.60	0.0	225.6	7.0	2	247.4	0.0	247.4	7.7	2	266.8	0.0	266.8	8.3
Sociology	17	2,322.21	136.6	72.1	51	0	17	2,531.10	0.0	2,531.1	78.6	18	2,775.1	0.0	2,775.1	86.2	20	2,993.4	0.0	2,993.4	92.9
subtotal	**77**	**11,693.9**	**151.9**	**363.1**	**261**	**15**	**85**	**12,210.9**	**535.3**	**12,746.2**	**395.7**	**93**	**13,387.3**	**586.9**	**13,974.2**	**433.9**	**101**	**14,440.4**	**633.0**	**15,073.4**	**468.0**
Social Science																				
Chicano Studies	10	959.17	95.9	29.8	30	0	10	1,045.50	0.0	1,045.5	32.5	10	1,146.20	0	1,146.2	35.6	10	1,236.4	0.0	1,236.4	38.4
Economics	9	1,934.45	214.9	60.1	27	0	12	2,108.50	0.0	2,108.5	65.5	15	2,311.70	0	2,311.7	71.8	16	2,493.4	0.0	2,493.4	77.4
Economics (Online)	2	260.99	130.5	8.1	6	0	2	284.50	0.0	284.5	8.8	2	311.90	0	311.9	9.7	2	336.4	0.0	336.4	10.4
History	72	11,672.07	162.1	362.4	216	0	80	12,721.6	0.0	12,721.6	395.0	91	13,948.5	0	13,948.5	433.1	98	15,045.0	0.0	15,045.0	467.1
History (Online)	16	1,976.96	123.6	61.4	51	0	16	2,154.90	0.0	2,154.9	66.9	17	2,362.50	0	2,362.5	73.4	19	2,548.3	0.0	2,548.3	79.1
Political Science	20	4,107.24	205.4	127.5	60	0	29	4,477.00	0.0	4,477.0	139.0	34	4,908.20	0	4,908.2	152.4	37	5,291.0	0.0	5,291.0	164.3
Political Science (Online)	3	285.01	95.0	8.8	9	0	3	310.70	0.0	310.7	9.6	3	340.6	0	340.6	10.6	3	367.4	0.0	367.4	11.4
subtotal	**132**	**21,195.89**	**160.6**	**658.1**	**399**	**0**	**152**	**23,102.7**	**0.0**	**23,102.7**	**717.3**	**172**	**25,329.6**	**0.0**	**25,329.6**	**786.4**	**185**	**27,317.9**	**0.0**	**27,317.9**	**848.2**
Philosophy																				
Philosophy	32	4,675.08	146.1	145.2	98	0	37	5,096.0	0.0	5,096.0	158.2	40	5,586.8	0.0	5,586.8	173.5	43	6,026.0	0.0	6,026.0	187.1
Philosophy (Online)	5	413.88	82.8	12.8	15	0	5	451.2	0.0	451.2	14.0	5	494.6	0.0	494.6	15.4	5	533.5	0.0	533.5	16.6
subtotal	**37**	**5,088.96**	**137.5**	**158.0**	**113**	**0**	**42**	**5,547.2**	**0.0**	**5,547.2**	**172.2**	**45**	**6,081.4**	**0.0**	**6,081.4**	**188.8**	**48**	**6,559.5**	**0.0**	**6,559.5**	**203.7**

Source: Cambridge West Partnership, LLC

Appendix J: Bakersfield College- Main Campus WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
Division 2: Continued	**# of Sec**	**WSCH**	**WSCH Sec**	**FTES**	**Lec Hrs**	**Lab Hrs**	**# of Sec**	**Lec WSCH**	**Lab WSCH**	**Total WSCH**	**FTES**	**# of Sec**	**Lec WSCH**	**Lab WSCH**	**Total WSCH**	**FTES**	**# of Sec**	**Lec WSCH**	**Lab WSCH**	**Total WSCH**	**FTES**
Art																					
Art	31	6,323.83	204.0	196.3	87	99	37	3,239.8	3,653.3	6,893.1	214.0	40	3,551.7	4,005.1	7,556.8	234.6	43	3,831.2	4,320.3	8,151.5	253.1
Art (Online)	2	234.00	117.0	7.3	6	0	2	255.1	0.0	255.1	7.9	3	279.6	0.0	279.6	8.7	3	301.6	0.0	301.6	9.4
subtotal	33	6,557.83	198.7	203.6	93	99	39	3,494.9	3,653.3	7,148.2	221.9	43	3,831.3	4,005.1	7,836.4	243.3	46	4,132.8	4,320.3	8,453.1	262.4
Fine & Performing Arts																					
Music	30	3,931.96	131.1	122.1	47	36	34	2,442.8	1,842.9	4,285.7	133.1	38	2,678.3	2,020.4	4,698.7	145.9	41	2,889.0	2,179.4	5,068.4	157.4
Music (Online)	1	89.99	90.0	2.8	3	0	1	98.1	0.0	98.1	3.0	1	107.5	0.0	107.5	3.3	1	116.0	0.0	116.0	3.6
Dance	2	88.19	44.1	2.7	0	5	2	0.0	96.1	96.1	3.0	2	0.0	105.4	105.4	3.3	2	0.0	113.7	113.7	3.5
Drum Line	1	165.65	165.7	5.1	0	6	1	0.0	180.6	180.6	5.6	1	0.0	198.0	198.0	6.1	1	0.0	213.5	213.5	6.6
Theatre Arts	11	1,924.01	174.9	59.7	24	23	15	1,069.5	1,027.5	2,097.0	65.1	19	1,172.6	1,126.6	2,299.2	71.4	20	1,264.8	1,215.2	2,480.0	77.0
subtotal	45	6,199.80	137.8	192.5	74	70	53	3,610.4	3,147.1	6,757.5	209.8	61	3,958.4	3,450.4	7,408.8	230.0	65	4,269.8	3,721.8	7,991.6	248.1
Communication																					
Communication	61	6,125.27	100.4	190.2	183	0	65	6,676.8	0.0	6,676.8	207.3	72	7,319.5	0.0	7,319.5	227.3	77	7,895.6	0.0	7,895.6	245.1
Communication (Online)	2	116.92	58.5	3.6	6	0	2	127.4	399.3	526.7	16.4	2	139.7	0.0	139.7	4.3	2	150.7	0.0	150.7	4.7
Journalism	7	691.20	98.7	21.5	16	18	7	354.1	0.0	354.1	11.0	7	388.2	437.8	826.0	25.6	7	418.8	472.2	891.0	27.7
subtotal	70	6,933.39	99.0	215.3	205	18	74	7,158.3	399.3	7,557.6	234.6	81	7,847.4	437.8	8,285.2	257.2	86	8,465.1	472.2	8,937.3	277.5
Division 2: Total	394	57,669.8	146.4	1791	1,145	202	445	55,124.4	7,735.0	62,859.4	1,951.6	495.0	60,435.4	8,480.2	68,915.6	2,139.7	531.0	65,185.5	9,147.3	74,332.8	2,307.9
Division 3: Career & Tech Education																					
Business Management & Info Tech																					
Business Administration	39	4,973.8	127.5	154.4	96	18	44	4,660.7	887.7	5,548.4	172.3	53	4,992.9	951.0	5,943.9	184.5	58	5,385.5	1,025.8	6,411.3	199.1
Business Administration (Online)	9	1,032.0	114.7	32.0	27	0	8	1,124.5	0.0	1,124.5	34.9	9	1,233.3	0.0	1,233.3	38.3	10	1,330.2	0.0	1,330.2	41.3
Computer Studies	26	2,778.2	106.9	86.3	73	5	29	2,846.5	181.7	3,028.2	94.0	32	3,120.8	199.2	3,320.0	103.1	35	3,366.3	214.9	3,581.2	111.2
Computer Studies (Online0	10	936.0	93.6	29.1	30	3	11	928.4	91.8	1,020.2	31.7	12	1,017.9	100.7	1,118.6	34.7	13	1,097.9	108.6	1,206.5	37.5
subtotal	84	9,719.9	115.7	301.8	226	26	92	9,560.1	1,161.2	10,721.3	332.9	106	10,364.9	1,250.9	11,615.8	360.6	116	11,179.9	1,349.3	12,529.2	389.0
Engineering & Industrial Tech																					
Architecture	8	1,234.6	154.3	38.3	18	24	9	578.6	767.0	1,345.6	41.8	10	634.4	840.9	1,475.3	26.1	11	684.3	907.1	1,591.4	49.4
Automotive	11	2,030.6	184.6	63.0	48	60	11	973.9	1,239.5	2,213.4	68.7	12	1,067.7	1,358.9	2,426.6	42.2	13	1,151.7	1,465.8	2,617.5	81.3
Construction Technology	2	387.6	193.8	12.0	6	12	2	139.4	283.1	422.5	13.1	3	152.8	310.3	463.1	9.6	3	164.9	334.7	499.6	15.5
Electronics Technology	9	1,104.0	122.7	34.3	26	18	9	710.0	493.4	1,203.4	37.4	9	778.4	540.9	1,319.3	16.8	9	839.6	583.5	1,423.1	44.2
Engineering	7	786.2	112.3	24.4	17	12	9	505.6	351.4	857.0	26.6	10	554.3	385.2	939.5	12.0	11	597.9	415.5	1,013.4	31.5
Industrial Drawing	17	1,286.1	75.7	39.9	27	31	17	658.9	743.0	1,401.9	43.5	19	721.5	813.7	1,535.2	25.3	20	779.2	878.6	1,657.8	51.5
Industrial Technology	3	235.8	78.6	7.3	6	10	3	97.7	161.9	259.6	8.1	4	104.3	177.5	281.8	5.5	4	112.5	191.5	304.0	9.4
Manufacturing/Machine Technology	3	391.3	130.4	12.1	9	13	3	174.9	251.6	426.5	13.2	3	191.7	275.9	467.6	8.6	3	206.8	297.6	504.4	15.7
Welding	17	1,160.3	68.3	36.0	27	37	19	531.1	733.5	1,264.6	39.3	21	582.3	804.1	1,386.4	25.0	22	628.1	867.4	1,495.5	46.4
Wood	2	197.2	98.6	6.1	4	8	2	70.9	144.0	214.9	6.7	2	77.8	157.9	235.7	4.9	2	83.9	170.3	254.2	7.9
Water Technology	1	200.6	200.6	6.2	3	0	1	218.7	0.0	218.7	6.8	1	239.7	0.0	239.7	0.0	1	258.6	0.0	258.6	8.0
subtotal	80	9,014.2	112.7	279.9	191	225	85	4,659.7	5,168.4	9,828.1	305.1	94	5,104.9	5,665.3	10,770.2	175.9	99	5,507.5	6,112.0	11,619.5	360.8

Source: Cambridge West Partnership, LLC

Appendix J: Bakersfield College- Main Campus WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
Division 3: Continued	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Agriculture																				
Agricultural Business Management	1	217.60	217.6	6.8	3	0	1	237.2	0.0	237.2	7.4	1	260.0	0.0	260.0	8.1	1	280.5	0.0	280.5	8.7
Agriculture	3	376.52	125.5	11.7	7	3	3	287.3	123.1	410.4	12.7	4	314.9	135.0	449.9	14.0	4	339.7	145.6	485.3	15.1
Agriculture (Online)	2	212.90	106.5	6.6	6	0	2	232.1	0.0	232.1	7.2	2	254.4	0.0	254.4	7.9	3	274.4	0.0	274.4	8.5
Animal Science	11	1,305.58	118.7	40.5	25	12	12	967.7	455.4	1,423.1	44.2	13	1,060.9	499.2	1,560.1	48.4	14	1,144.4	538.5	1,682.9	52.3
Crop Science	2	435.20	217.6	13.5	6	6	2	237.2	237.2	474.4	14.7	3	260.9	260.0	520.9	16.2	3	280.5	280.5	561.0	17.4
Crop Science (Online)	1	253.48	253.5	7.9	5	5	1	138.1	138.1	276.2	8.6	1	151.5	151.5	303.0	9.4	1	163.4	163.4	326.8	10.1
Forestry	5	1,142.37	228.5	35.5	15	0	5	1,245.2	0.0	1,245.2	38.7	5	1,365.2	0.0	1,365.2	42.4	5	1,472.5	0.0	1,472.5	45.7
Environmental Horticulture	6	561.40	93.6	17.4	11	17	7	238.7	373.3	612.0	19.0	7	261.6	409.2	670.8	20.8	8	282.2	441.4	723.6	22.5
Soil	1	232.67	232.7	7.2	2	5	1	73.5	180.1	253.6	7.9	1	80.6	197.4	278.0	8.6	2	87.0	212.9	299.9	9.3
subtotal	**32**	**4,737.72**	**148.1**	**147.1**	**80**	**48**	**34**	**3,657.0**	**1,507.2**	**5,164.2**	**160.3**	**37**	**4,010.0**	**1,652.3**	**5,662.3**	**175.8**	**41**	**4,324.6**	**1,782.3**	**6,106.9**	**189.6**
Apprenticeship																				
Appreticeship		1,079.95		33.5				1,171.9	0.0	1,171.9	36.4		1,284.8	0.0	1,284.8	39.9		1,316.8	0.0	1,316.8	40.9
subtotal		**1,079.95**	**#DIV/0!**	**33.5**	**0**	**0**		**1,171.9**	**0.0**	**1,171.9**	**36.4**		**1,284.8**	**0.0**	**1,284.8**	**39.9**		**1,316.8**	**0.0**	**1,316.8**	**40.9**
Family & Consumer Studies																				
Child Development	29	3,692.39	127.3	114.6	83	2	29	3,944.1	80.5	4,024.6	125.0	32	4,324.2	88.2	4,412.4	137.0	34	4,664.5	95.2	4,759.7	147.8
Education	2	180.82	90.4	5.6	4	4	2	98.6	98.6	197.2	6.1	2	108.0	108.0	216.0	6.7	2	116.5	116.5	233.0	7.2
Food Service	12	1,076.93	89.7	33.4	14	29	14	387.4	786.5	1,173.9	36.4	16	424.7	862.2	1,286.9	40.0	17	458.1	930.1	1,388.2	43.1
Food Service (Online)	1	64.00	64.0	2.0	2	0	1	69.8	0.0	69.8	2.2	2	76.5	0.0	76.5	2.4	2	82.5	0.0	82.5	2.6
Nutrition	10	1,662.58	166.3	51.6	10	0	11	1,812.3	0.0	1,812.3	56.3	12	1,986.7	0.0	1,986.7	61.7	13	2,143.1	0.0	2,143.1	66.5
Nutrition (Online)	3	449.95	150.0	14.0	9	0	3	490.4	0.0	490.4	15.2	4	537.7	0.0	537.7	16.7	4	580.0	0.0	580.0	18.0
subtotal	**57**	**7,126.67**	**125.0**	**221.3**	**122**	**35**	**60**	**6,802.6**	**965.6**	**7,768.2**	**241.2**	**68**	**7,457.8**	**1,058.4**	**8,516.2**	**264.4**	**72**	**8,044.7**	**1,141.8**	**9,186.5**	**285.2**
Work Experience																				
Work Experience	10	1,075.12	107.5	33.4	0	153	10	0.0	1,195.5	1,195.5	37.1	10	0.0	1,195.5	1,195.5	37.1	10	0.0	1,195.5	1,195.5	37.1
subtotal	**10**	**1,075.12**	**107.5**	**33.4**	**0**	**153**	**10**		**1,195.5**	**1,195.5**	**37.1**	**10**		**1,195.5**	**1,195.5**	**37.1**	**10**		**1,195.5**	**1,195.5**	**37.1**
Division 3: Total	**263**	**32,753.62**	**124.5**	**1,016.9**	**619**	**487**	**281**	**25,851.3**	**9,997.9**	**35,849.2**	**1,113.0**	**315**	**28,222.4**	**#####**	**39,044.8**	**1,053.8**	**338**	**30,373.5**	**11,580.9**	**41,954.4**	**1,302.6**

Source: Cambridge West Partnership, LLC

Appendix J: Bakersfield College- Main Campus WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020					2025			
	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Division 4: English/ESL/Adad Dev/For Language																				
English																				
English	111	13,288.30	119.7	412.6	419	0	123	14,483.3	0.0	14,483.3	449.7	140	15,880.2	0.0	15,880.2	493.0	151	17,127.9	0.0	17,127.9	531.8
English (Online)	5	544.00	108.8	16.9	20	0	6	593.0	0.0	593.0	18.4	6	650.1	0.0	650.1	20.2	7	701.2	0.0	701.2	21.8
English as a Second Language	22	2,603.42	118.3	80.8	85	0	23	2,837.7	0.0	2,837.7	88.1	25	3,111.0	0.0	3,111.0	96.6	27	3,355.8	0.0	3,355.8	104.2
ESL (Online)	15	1,497.06	99.8	46.5	44	0	18	1,726.2	0.0	1,726.2	53.6	21	1,789.0	0.0	1,789.0	55.5	23	1,929.7	0.0	1,929.7	59.9
subtotal	**153**	**17,932.78**	**117.2**	**556.8**	**568**	**0**	**170**	**19,640.2**	**0.0**	**19,640.2**	**609.8**	**192**	**21,430.3**	**0.0**	**21,430.3**	**665.4**	**208**	**23,114.6**	**0.0**	**23,114.6**	**717.7**
Academic Development																				
Academic Development	99	8,638.38	87.3	268.2	274	115	107	8,589.7	825.9	9,415.6	292.3	118	9,417.5	905.5	10,323.0	320.5	126	10,158.4	976.7	11,135.1	345.7
subtotal	**99**	**8,638.38**	**87.3**	**268.2**	**274**	**115**	**107**	**8,589.7**	**825.9**	**9,415.6**	**292.3**	**118**	**9,417.5**	**905.5**	**10,323.0**	**320.5**	**126**	**10,158.4**	**976.7**	**11,135.1**	**345.7**
Foreign Language																				
American Sign Language	11	1,822.20	165.7	56.6	53	0	12	1,986.2	0.0	1,986.2	61.7	13	2,177.5	0.0	2,177.5	67.6	14	2,340.4	0.0	2,340.4	72.7
French	1	110.41	110.4	3.4	4	0	1	120.4	0.0	120.4	3.7	1	131.9	0.0	131.9	4.1	1	142.3	0.0	142.3	4.4
Japanese	2	375.20	187.6	11.6	10	0	2	409.0	0.0	409.0	12.7	3	448.4	0.0	448.4	13.9	3	483.6	0.0	483.6	15.0
Spanish	16	2,310.00	144.4	71.7	69	0	17	2,517.9	0.0	2,517.9	78.2	19	2,760.5	0.0	2,760.5	85.7	20	2,977.6	0.0	2,977.6	92.4
subtotal	**30**	**4,617.81**	**153.9**	**143.4**	**136**	**0**	**32**	**5,033.5**	**0.0**	**5,033.5**	**156.3**	**36**	**5,518.3**	**0.0**	**5,518.3**	**171.3**	**38**	**5,943.9**	**0.0**	**5,943.9**	**184.5**
Division 4: Total	**282**	**31,188.97**	**110.6**	**968.34**	**978**	**115**	**309**	**33,263.4**	**825.9**	**34,089.3**	**1,058.4**	**346**	**36,366.1**	**905.5**	**37,271.6**	**1,157.2**	**372**	**39,216.9**	**976.7**	**40,193.6**	**1,247.9**
Division 5: Science/Mathematics/PE																				
Life Sciences																				
Biology	35	6,810.80	194.6	211.5	105	132	40	3,266.2	4,157.0	7,423.2	230.5	45	3,581.0	4,557.7	8,138.7	252.7	49	3,862.9	4,916.4	8,779.3	272.6
subtotal	**35**	**6,810.80**	**194.6**	**211.5**	**105**	**132**	**40**	**3,266.2**	**4,157.0**	**7,423.2**	**230.5**	**45**	**3,581.0**	**4,557.7**	**8,138.7**	**252.7**	**49**	**3,862.9**	**4,916.4**	**8,779.3**	**272.6**
Health & Physical Education																				
Health Education	22	3,913.34	177.9	121.5	66	0	33	4,450.7	0.0	4,450.7	138.2	39	4,676.5	0.0	4,676.5	145.2	42	5,044.2	0.0	5,044.2	156.6
Health Education (Online)	7	774.00	110.6	24.0	21	0	8	843.7	0.0	843.7	26.2	9	924.9	0.0	924.9	28.7	9	997.7	0.0	997.7	31.0
Athletics	8	2,620.49	327.6	81.4	0	80	9	0.0	2,856.3	2,856.3	88.7	10	0.0	3,131.5	3,131.5	97.2	11	0.0	3,377.8	3,377.8	104.9
Physical Education	50	5,055.78	101.1	157.0	24	105	60	1,046.9	4,462.9	5,509.8	171.1	74	1,147.9	4,893.5	6,041.4	187.6	79	1,238.2	5,278.5	6,516.7	202.3
subtotal	**87**	**12,363.61**	**142.1**	**383.9**	**111**	**185**	**110**	**6,341.3**	**7,319.2**	**13,660.5**	**424.1**	**132**	**6,749.3**	**8,025.0**	**14,774.3**	**458.7**	**141**	**7,280.1**	**8,656.3**	**15,936.4**	**494.8**
Mathematics																				
Mathematics	82	15,266.55	186.2	474.0	375	0	92	16,641.0	0.0	16,641.0	516.7	100	18,244.0	0.0	18,244.0	566.4	108	19,678.7	0.0	19,678.7	611.0
Mathematics (Online0	9	3,704.95	411.7	115.0	58	0	10	4,038.4	0.0	4,038.4	125.4	11	4,427.4	0.0	4,427.4	137.5	12	4,775.6	0.0	4,775.6	148.3
subtotal	**91**	**18,971.50**	**208.5**	**589.0**	**433**	**0**	**102**	**20,679.4**	**0.0**	**20,679.4**	**642.0**	**111**	**22,671.4**	**0.0**	**22,671.4**	**703.9**	**120**	**24,454.3**	**0.0**	**24,454.3**	**759.2**

Source: Cambridge West Partnership, LLC

Appendix J: Bakersfield College- Main Campus WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
Division 5: Continued	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Physical Sciences																				
Astronomy	4	632.42	158.1	19.6	12	0	5	689.4	0.0	689.4	21.4	5	755.8	0.0	755.8	23.5	5	815.2	0.0	815.2	25.3
Chemistry	14	3,263.99	233.1	101.3	42	69	16	1,351.9	2,205.8	3,557.7	110.5	18	1,482.2	2,418.3	3,900.5	121.1	19	1,598.8	2,608.6	4,207.4	130.6
Earth Science	5	894.11	178.8	27.8	6	9	6	389.8	584.7	974.5	30.3	7	427.4	641.1	1,068.5	33.2	8	461.0	691.4	1,152.4	35.8
Geography	5	1,006.39	201.3	31.2	9	6	7	658.2	438.8	1,097.0	34.1	8	721.6	481.1	1,202.7	37.3	8	778.3	518.9	1,297.2	40.3
Geology	6	1,002.98	167.2	31.1	6	12	7	360.8	732.5	1,093.3	33.9	8	395.5	803.0	1,198.5	37.2	8	426.6	866.2	1,292.8	40.1
Physical Science	3	550.77	183.6	17.1	9	9	4	300.2	300.2	600.4	18.6	4	329.1	329.1	658.2	20.4	4	355.0	355.0	710.0	22.0
Physics	6	843.19	140.5	26.2	18	18	6	459.5	459.5	919.0	28.5	6	503.8	503.8	1,007.6	31.3	7	543.4	543.4	1,086.8	33.7
subtotal	43	8,193.85	190.6	254.4	102	123	51	4,209.8	4,721.5	8,931.3	277.3	56	4,615.4	5,176.4	9,791.8	304.0	59	4,978.3	5,583.5	10,561.8	327.9
Division 5: Total	256	46,339.8	181.0	1,438.7	751	440	303	34,496.7	16,197.7	50,694.4	1,573.9	344	37,617.1	#####	55,376.2	1,719.3	369	40,575.6	19,156.2	59,731.8	1,854.5
Div 6 Learning Resources																				
Library																				
Library	8	80.52	10.1	2.5	8	0	9	87.8	0.0	87.8	2.7	10	96.2	0.0	96.2	3.0	11	103.8	0.0	103.8	3.2
Extended Learning																				
Educational Planning	43	1,181.41	27.5	36.7	36	0	47	1,287.8	0.0	1,287.8	40.0	51	1,411.7	0.0	1,411.7	43.8	56	1,522.6	0.0	1,522.6	47.3
Educational Planning (Online)	1	17.10	17.1	0.5	1	0	1	18.6	0.0	18.6	0.6	1	20.4	0.0	20.4	0.6	1	22.1	0.0	22.1	0.7
Special Studies: Honors	2	32.76	16.4	1.0	6	0	2	35.3	0.0	35.3	1.1	2	21.1	0.0	21.1	0.7	2	42.2	0.0	42.2	1.3
subtotal	54	1,311.79	24.3	40.7	51	0	59	1,429.5	0.0	1,429.5	44.4	64	1,549.4	0.0	1,549.4	48.1	70	1,690.7	0.0	1,690.7	52.5
Campus Total	1,311	181,091	138.1	5,622.4	3,665	1,459	1,459	155,077	42,737	197,813	6,141.6	1,630	169,575	46,716	216,291	6,715.3	1,752	182,850	50,299	233,149	7,239
Off-Campus																				
Northwest Extension	10	1,319.59	131.96	41.0	20	7	10	1,064.4	374.0	1,438.4	44.66	12	1,271.9	446.9	1,718.8	53.37	14	1,361.1	478.2	1,839.4	57.1
Arvin High School	4	525.97	131.5	16.3	14	6	4	401.3	172.0	573.3	17.8	7	479.6	205.5	685.1	21.3	8	513.1	219.9	733.0	22.8
Westec	74	1,813.99	24.5	56.3	28	33	79	909.6	1,067.7	1,977.3	61.4	85	1,086.9	1,275.9	2,362.8	73.4	95	1,163.1	1,365.4	2,528.5	78.5
subtotal	88	3,659.55	41.6	113.6	62	46	93	2,375.3	1,613.7	3,988.9	123.8	104	2,838.4	1,928.3	4,766.8	148.0	117	3,037.3	2,063.5	5,100.8	158.4
Grand Total	1,399	184,751	132.06	5,736	3,727	1,505	1,552	157,452	44,350	201,802	6,265	1,734	172,413	48,644	221,058	6,863	1,869	185,888	52,362	238,250	7,397

Source: Cambridge West Partnership, LLC

Appendix K: Bakersfield College – Delano Center WSCH/FTES Forecast by Discipline 2010-2025

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020				2025				
Instructional Division	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Allied Health																				
Medical Science	1	170.00	170.0	5.3	3	0	2	212.7	0.0	212.7	6.6	2	265.9	0.0	265.9	8.3	2	332.9	0.0	332.9	10.3
subtotal	**1**	**170.00**	**170.0**	**5.3**	**3**	**0**	**2**	**212.7**	**0.0**	**212.7**	**6.6**	**2**	**265.9**	**0.0**	**265.9**	**8.3**	**2**	**332.9**	**0.0**	**332.9**	**10.3**
Instructional Division																				
Behavioral Science																				
Anthropology	3	411.40	137.1	12.8	9	0	4	514.7	0	514.7	16.0	5	643.5	0.0	643.5	19.98	6	805.5	0.0	805.5	25.0
Criminology	6	975.79	162.6	30.3	18	0	9	1221	0	1,220.8	37.9	11	1526.1	0.0	1,526.1	47.38	14	1911	0.0	1,910.6	59.3
Psychology	4	632.80	158.2	19.7	14	0	4	791.6	0	791.6	24.6	5	989.7	0.0	989.7	30.73	7	1239	0.0	1,239.0	38.5
Sociology	5	656.19	131.2	20.4	12	0	5	820.9	0	820.9	25.5	6	1026.3	0.0	1,026.3	31.86	8	1285	0.0	1,284.8	39.9
Social Science																				
Chicano History	2	129.16	64.6	4.0	6	0	3	161.6	0	161.6	5.0	4	202.0	0.0	202.0	6.27	5	252.9	0.0	252.9	7.9
Economics	3	380.80	126.9	11.8	9	0	4	476.8	0	476.8	14.8	4	595.6	0.0	595.6	18.49	5	745.6	0.0	745.6	23.1
History	7	951.99	136.0	29.6	21	0	7	1190.9	0	1,190.9	37.0	9	1488.9	0.0	1,488.9	46.23	11	1864.0	0.0	1,864.0	57.9
Political Science	3	545.77	181.9	17.0	9	0	4	682.8	0	682.8	21.2	5	853.6	0.0	853.6	26.50	7	1,068.6	0.0	1,068.6	33.2
Philosophy																				
Philosophy	3	391.0	130.3	12.1	9	0	4	489.2	0	489.2	15.2	5	611.6	0.0	611.6	18.99	6	765.6	0.0	765.6	23.8
Art																				
Art	3	578.0	192.7	17.9	9	3	3	542.3	180.8	723.1	22.5	4	678.9	226.0	904.9	28.09	5	848.8	282.9	1,131.7	35.1
Performing Arts																				
Music	1	139.4	139.4	4.3	3	0	1	174.4	0	174.4	5.4	1	218.0	0.0	218.0	6.77	2	272.9	0.0	272.9	8.5
Theatre	1	91.8	91.8	2.8	3	0	1	114.8	0	114.8	3.6	1	143.6	0.0	143.6	4.46	2	179.7	0.0	179.7	5.6
Communication																				
Communication	8	866.99	108.4	26.9	24	0	11	1085	0	1,084.6	33.7	13	1356.0	0.0	1,356.0	42.10	17	1698	0.0	1,697.6	52.7
Journalism	2	228.4	114.2	7.1	5	3	3	180.0	105.7	285.7	8.9	3	225.0	132.1	357.1	11.09	4	281.7	165.4	447.1	13.9
subtotal	**51**	**6979.5**	**136.9**	**216.7**	**151**	**6**	**63**	**8,445.4**	**286.5**	**8,731.9**	**271.1**	**76**	**10,558.8**	**358.1**	**#####**	**338.94**	**99**	**#####**	**448.3**	**#####**	**424.3**

Instructional Division	# of Sec	WSCH	WSCH Sec	FTES	Lec Hrs	Lab Hrs	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES	# of Sec	Lec WSCH	Lab WSCH	Total WSCH	FTES
Career & Technical Education																				
Bus Management & Info Tech																				
Business Administration	2	170.0	85.0	5.3	6	0	2	212.7	0.0	212.7	6.6	3	265.9	0.0	265.9	8.26	3	332.9	0.0	332.9	10.3
Computer Studies	2	228.3	114.2	7.1	6	0	3	285.6	0.0	285.6	8.9	3	357.1	0.0	357.1	11.09	4	447.1	0.0	447.1	13.9
Family & Consumer Studies																				
Child Development	7	833.0	119.0	25.9	21	0	8	1,042.1	0.0	1,042.1	32.4	10	1,302.8	0.0	1,302.8	40.45	12	1,631.0	0.0	1,631.0	50.6
Education	1	88.4	88.4	2.7	2	2	1	55.3	55.3	110.6	3.4	2	69.1	69.1	138.2	4.29	2	86.5	86.5	173.0	5.4
subtotal	**12**	**1,319.7**	**110.0**	**41.0**	**35**	**2**	**14**	**1,595.7**	**55.3**	**1,651.0**	**51.3**	**18**	**1,994.9**	**69.1**	**2,064.0**	**64.08**	**21**	**2,497.5**	**86.5**	**2,584.0**	**80.2**

Source: Cambridge West Partnership, LLC

Appendix K: Bakersfield College – Delano Center WSCH/FTES Forecast by Discipline 2010-2025 (continued)

	Actual						Projected													
	Profile - Fall Semester 2010						2015					2020					2025			
Instructional Division																				
English																				
English	9	1,173.0	130.3	36.4	36	0	11	1,467.4	0.0	1,467.4	45.6	13	1,834.6	0.0	1,834.6	56.96	17	2,296.7	0.0	2,296.7	71.3
ESL	4	464.6	116.2	14.4	16	0	4	581.2	0.0	581.2	18.0	5	726.7	0.0	726.7	22.56	7	909.7	0.0	909.7	28.2
Academic Developemnt																				
Basic Reading & Writing	9	983.6	109.3	30.5	37	5	11	1,082.8	147.7	1,230.5	38.2	13	1,353.7	184.6	1,538.3	47.76	17	1,694.7	231.1	1,925.8	59.8
Basic Mathematics	3	234.6	78.2	7.3	9	0	1	0.0	54.8	54.8	1.7	2	0.0	109.6	109.6	3.40	2	0.0	150.0	150.0	4.7
Communication Skills	2	187.0	93.5	5.8	6	0	3	293.5	0.0	293.5	9.1	4	366.9	0.0	366.9	11.39	5	459.4	0.0	459.4	14.3
Tutor Training	1	33.1	33.1	1.0	0	1	3	233.9	0.0	233.9	7.3	3	292.5	0.0	292.5	9.08	4	366.2	0.0	366.2	11.4
Foreign Language																				
Spanish	3	726.6	242.2	22.6	14	0	4	909.0	0.0	909.0	28.2	4	1,136.4	0.0	1,136.4	35.28	5	1,422.7	0.0	1,422.7	44.2
subtotal	**31**	**3,802.4**	**122.7**	**118.1**	**118**	**6**	**37**	**4,567.8**	**202.5**	**4,770.3**	**148.1**	**44**	**5,710.8**	**294.2**	**6,005.0**	**186.44**	**57**	**7,149.4**	**381.1**	**7,530.5**	**233.8**
Instructional Division																				
Physical Science																				
Geography	3	291.5	97.2	9.1	6	3	3	244.3	120.3	364.6	11.3	4	305.4	150.4	455.8	14.15	4	382.4	188.3	570.7	17.7
Geology	2	275.4	137.7	8.5	3	3	3	172.2	172.2	344.4	10.7	4	215.3	215.3	430.6	13.37	5	269.6	269.6	539.2	16.7
Mathematics																				
Mathematics	8	2,196.0	274.5	68.2	34	0	10	2,747.2	0.0	2,747.2	85.3	13	3,434.6	0.0	3,434.6	106.64	16	4,299.8	0.0	4,299.8	133.5
Biological Sciences																				
Biology	5	843.2	168.6	26.2	15	15	6	527.4	527.4	1,054.8	32.7	8	659.4	659.4	1,318.8	40.95	10	825.5	825.5	1,651.0	51.3
Health & Physical Education																				
Health Education	3	537.2	179.1	16.7	10	4	4	477.1	194.9	672.0	20.9	5	620.4	253.4	873.8	27.13	6	746.8	305.0	1,051.8	32.7
Physical Education	1	121.7	121.7	3.8	1	4	1	30.5	121.8	152.3	4.7	4	76.1	304.6	380.7	11.82	4	95.3	381.3	476.6	14.8
subtotal	**22**	**4,265.0**	**193.9**	**132.4**	**69**	**29**	**27**	**4,198.7**	**1,136.6**	**5,335.3**	**165.6**	**38**	**5,311.2**	**1,583.1**	**6,894.3**	**214.05**	**45**	**6,619.4**	**1,969.7**	**8,589.1**	**266.7**
Student Development																				
Student Development	5	180.1	36.0	5.6	5	0	6	225.2	0.0	225.2	7.0	8	281.6	0.0	281.6	8.74	10	352.5	0.0	352.5	10.9
subtotal	**5**	**180.1**	**36.0**	**5.6**	**5**	**0**	**6**	**225.2**	**0.0**	**225.2**	**7.0**	**8**	**281.6**	**0.0**	**281.6**	**8.74**	**10**	**352.5**	**0.0**	**352.5**	**10.9**
Grand Total	**122**	**16,717**	**137.02**	**519.0**	**381**	**43**	**149**	**19,245**	**1,680.9**	**20,926**	**649.7**	**186**	**24,123**	**2,304.5**	**26,428**	**820.5**	**234**	**30,169**	**2,885.6**	**33,055**	**1,026.3**

Source: Cambridge West Partnership, LLC