Accomplishments 2021-2022
May 30, 2022
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Vision for Success Goal #1: Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan
Improving the following processes will ensure students stay on the path to progression and completion
- Enrollment Management Strategies
  - Enrollment Management – Persistence
    - Aligned the Public Health program student placements with the Human Services Program – Program Coordinator
    - Promoted Behavioral Sciences Pathway team membership to include faculty and staff – leveraging student services team members (DSPS, Financial Aid, Special Counselors and pathway Counselors)
    - Resurrected the pre-law program after the pandemic stall. Gained 6 new board members and
    - Developed and implemented Ocelot strategies for Social, Behavioral Sciences, and Public Safety Programs – struggled a bit to consistently leverage this new tool
    - Doubled faculty participation in Behavioral/Social Science Pathway
    - Expanded reporting and action items with the faculty lead to include individual program growth and persistence each pathway
  - Enrollment Management - Growth
    - Expanded my personal knowledge and leveraged Data Sources: Cognos, Starfish, and Ad Astra that allowed targeted scheduling to meet student needs
    - Efficiency Metrics: Seats, Sections, Modality, Students, Discipline Targets, Room Utilization???
    - Establish a partnership with Child Protective Services and align CPS training requirements to BC courses – building on this partnership to offer CPS staff training
    - Established a proposal for the Bachelorette in Police Science to include a Law, Public Policy, Society, and Forensic Psychology courses – multi-disciplinary program to be part of the Public Safety Department
    - Establish an independent Police Academy to support rural area (outside of greater Bakersfield) law enforcement recruiting and training
    - Establish a Mental Health Worker Community of Practice to evaluate labor needs and student knowledge, skills, and competencies to support Mental Health organizations and professionals – changes in the needed labor force
    - Partnered with the Nursing Department go plan mental health CNAs to meet an immediate demand for labor in Mental Health inpatient facilities.
  - Increased Ad Astra knowledge and skills among department chairs and program faculty
    - Student Centered Scheduling by course demand utilizing predictive analytics
    - Student Centered Scheduling by modality (face-to-face, online, hybrid)
    - However, need to leverage this more. Changes in department chairs revealed the need for Department Head Training
  - Schedule Management
• Expanded use of Ad Astra as a data decision making tool. Work with Department Chairs and Director to gain competencies in system use – push back by some departments slowed this progression.
  o Expanded Open Educational Resources by 25 percent in both Behavioral Sciences and Social Sciences. Public Safety Degree programs (Admj & Crim) also experienced OER growth, but unable to determine at this time.

**Vision for Success Goal #2:** Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion

- Site Programming for Completion (FCDC, Schedulers, Faculty)
  - BC – completion morning, afternoon, and evening
  - Model BCSW Psyc and Soci program 8+8 scheduling for ADTs & CSU Certificates and implement at BC Main and BC Delano
  - Online – expansion of degrees & certificates including GE
  - Inmate Education Expansion
    - Establish Psyc, Soci, Hist, and Polsci programs Face-to-Face(F2F) courses at 4 prisons – Goal: 30 sections – F2F courses still not at goal, but increasing. Plan to hire additional fulltime faculty to meet this need.
    - Offer resilience course (Psyc B61NC) at local jails – still a priority and will continue next year
- Expanded Psyc, Soci, Hist, and PolSci 8+8 course offerings at BC Main (40), BC Delano Center (40), and BC Arvin (20) – Goal: 100 sections
- Establish a Psych/Soci critical thinking course that meets transfer degree requirements
- Establish a Psychology/Sociology dual admissions pilot (process) with California State University, Bakersfield to include:
  - A Mental Health Community of Practice encompassing BC and CSUB faculty and labor representatives
  - A clear topography of BC courses leading to dual admission at CSUB in the student’s sophomore and junior year with granting of a Psych/Soci Bachelorette Degree in three/four years. Plan and evaluate the establishment of a 4-in-3 program.
- Provide marketing and support efforts for non-resident students whom have attended a California high school for three-plus years – directly recruit in psychology, sociology, and public safety programs.

**Vision for Success Goal #3:** Decrease the average number of units accumulated by CCC students earning associate’s degrees, from approximately 87 total units (the most recent system wide average) to 79 total units--the average among the quintile of colleges showing the strongest performance on this measure.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure students stay on the path to progression and completion

- Identify and alleviate pressure points in the Social and Behavioral Sciences, and Public Safety Programs pathways
Behavioral and Social Sciences & Public Safety Program Pathways momentum point targets for 2021/2022:
  o 15+ Units – Goal: 20%
  o 30+ Units – Goal: 18%
  o Math & English – Goal: 12%
  o Math – Goal: 16%
  o English – Goal: 24%
  o Establish Psyc B5/B6 Bootcamps
  o Peer Mentoring embedded support

Focus on Persistence Rate Goal of 75% from Fall 2020 to Fall 2021

Increase the number of Behavioral, Social, and Public Safety Program students applying for financial aid to 85 percent by planning and working with pathway team leads

Increase the number of Behavioral, Social, and Public Safety Program students completing an education plan in all serviced programs to 75 percent

**Vision for Success Goal #4:** Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent--the average among the quintile of colleges showing the strongest performance on this measure.

**Strategic Initiative 1 - Student Learning**

**Strategic Initiative 2 - Student Progression and Completion**

**Work Plan**

Improving the following processes will ensure student learning and hands-on experience in chosen field of study

- Focus on increasing student success rate in CTE courses – Goal: 80%
- Improve communication and enhance community partnerships by establishing Mental Health and Public Safety Community of Practice
- Increase number of students taking discipline specific work experience courses in Public Health and Fire disciplines by 30 percent
- Expansion of noncredit Public Health, Fire Safety, Law Enforcement, and Mental Health course offerings to meet industry needs – create 30 sections
- Expansion of clinical sites for Human Services, Public Health (Health Navigators), and Mental Health Worker programs by 10
- Creation of industry relevant curriculum
  - Mental Health
  - Fire Protective Services
  - Child Protective Services
- Increase non-credit course offerings for Public Health, Psychology, and Emergency Medicine by 50 percent with a focus on meeting local industry needs and adding to the Job Spot and rural communities of Arvin and McFarland.

**Vision for Success Goal #5:** Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.
Strategic Initiative 1 - Student Learning
Strategic Initiative 2 - Student Progression and Completion

Work Plan
Oversaw the completion of the Peace Studies Initiative to include the establishment of “work-shop” sequences for the Levison Center, Job Certificate Curriculum, and draft program leading toward an associate’s degree in Peace Studies and Conflict Management.

Established the committee in partnership with Student Success and Behavioral Science Faculty to celebrate Gandhi and UN Peace day. Premiered the “Cesar Chavez, the Farmworker Movement, and the Legacy of Ghandi’s Commitment to Nonviolent Activism” education video.

Obtained monetary resources from the BC foundation, Cesar Chavez Organization, and the Patel Non-profit organization to support the creation of Peace Studies video resources for use across all disciplines at Bakersfield College. Worked with the KCCD Chancellor’s office to work with philanthropist to fund and establish Ghandi Studies (Peace Studies and Conflict Resolution) programs at BC.

Improving the following processes will ensure students stay on the path to progression and completion of momentum points and close achievement gaps

- Ensure appropriate resources (faculty, course scheduling, room usage)
  - Early College/Dual Enrollment
  - Inmate Education
  - Rural Expansion

As EODAC Administrative Chair, facilitated robust discussions concerning policy changes in title V and policy guidance from the California State Chancellor's Officer. Helped draft the KCCD EEO Plan and represents Bakersfield College on the KCCD EEO Team. Facilitated extreme conflict on policy to include the EODAC charter approved in February 2021 – required extreme patience and calm as emotions between faculty, classified, management, and students elevated about the legitimacy of the charter.

Facilitated the work-group to include faculty, students, managers, and staff in the discussion and formulation of a new charter. The strong work include discrepancies in the BC decision making documents and required extreme patience as debates roared on to a final draft that was approved by the EODAC.

Other accomplishments

Represented BC Administration on the COVID TEAM 1.0-5.0 – Strategizing and implementing policies to ensure the safety of faculty and students to include plans to return to campus.

Participated in weekly book discussions that revolved around Diversity, Equity, Inclusion, and Anti-Racism. Discussion contexts include books like Caste – The Origins of Our Discontent by Isabel Wilkerson; Finding Latinx – In Search of the Voices Redefining Latino Identity, and So You Want to Talk About Race by Ijeoma Oluo. The effort established a series of discussions that tie racism to its systemic causes and effects to help others see the important difference between systemic racism, and anti-white bigotry. Discussions included how caste grants or withholds respect, status, honor, attention, privileges, resources, the benefit of the doubt and human kindness to someone on the basis of perceived rank or standing.

WESTTEC planning and approvals – including establishing administration of justice courses that support school districts with adult education in BC’s area of responsibility.
Worked with institutional researchers to establish data dashboards for the Diversity, Equity, Inclusion and Anti-Racism established policies at Bakersfield College. The presentation of the data will be made available in Spring 2022.

Planned work with Inmate Scholars (Rising Scholars) faculty to conduct research on incarcerated student outcomes across the district.

Served on the KCCD DEI/AR website work group

Established a partnership with Delano Adult Behavioral Health Center, Clinica Sierra Vista to elevate mental health awareness in our rural areas which included Mental Health Awareness month celebrations, support for indigent citizens, and recruiting guest speakers for BC events. Part of this effort was coordinating the BC contributing over 100 sweaters for low-income youth in Delano and surrounding communities.

Administrative Chair, Program Review Committee established plans for BC to become a “Student Ready College” The effort articulates a vision for Bakersfield College which prompts change through program review in support of student success.

Established buy-in for Dual Enrollment expansion among Psychology faculty. Established meetings to address their concerns and gained a commitment to support DE faculty employed by the high school and grow the “concurrent” scheduling by leveraging fulltime and adjunct faculty.

Administrative Structure Working Group – Administrative representative on the ASWG and wrote justifications for additional associate dean, associate vice president, and other positions needed by BC leadership. The recommended changes gained approval by BC leadership, Academic Senate, College Council, and others.

Advised the SGA President, Vice President, and Senate on the establishment of a student Diversity, Equity, Inclusion, and Anti-racist Senate Bill that establishes a student led action committee led by the BCSGA Vice President. The committee plans to address concerns via the BCSGA President to the BC President via the Academic Senate. The bill also calls for planning and celebration of special days, months and events (Black History Month, Women’s History Month, and others) and students have adopted the responsibility for ensuring these recognitions happen.

Provided Diversity, Equity, Inclusion and Anti-Racism program updates, clarification, and training to faculty, staff, and students as part of BC’s professional development series, employee orientations, and the new Classified and Management Academies.

Continued planning of the UCLA project – stalled due to UCLA disconnect, but estimated the mapping of the "Promotroas" curriculum until we get a response from UCLA. But continued planning of the PBHS Get Out The Vaccination effort to include employment opportunities for BC students. Established Contract Tracer partnerships with area school districts that provided trained Contract Tracers to support schools as they returned to face-to-face instruction.

Developed a “fast-track map” for Sociology Courses to support expedited completion rates for these students and to model the process for other programs.

Established a partnership with the Kern Superintendent of Schools (Perla Davis, MSW) to develop a Certificate in Trauma Recovery Job Certificate – designed to train area faculty
Strategic Direction #4 – Leadership and Engagement:

Work Plan
Improving the following processes will ensure that the Guided Pathways framework is at the heart of everything we do at BC

- Covid-19 Response Team Processes
- Professional Development
  - Safety/Incident Command Center/Mandated Training (Admin, Faculty, Staff, Students)
  - AB508/Accessibility (Admin, Faculty, Staff)
  - Diversity, Equity, and Inclusion (Admin, Faculty, Staff, Students)
- Management, Faculty, Classified, and Student Worker Evaluations
- Scheduling Practices – Starfish (Department Chairs, Faculty)
- College Reporting – EODAC Administrative Co-Chair
  - Update Committee Charter as approved last semester
  - Update Committee Membership as approved last semester
- Complete inclusive and accessible digital content I and II