

Memorial Day Closure & Delano Phone Outage

All Bakersfield College campuses will be closed Monday, May 25, 2026 for Memorial Day. Offices reopen Tuesday, May 26 at 7:00 A.M. at regular summer hours. Additionally, the Delano campus is currently experiencing a phone outage and is unable to receive inbound calls. To reach Delano, call 661-395-4011 and select option 2. IT is working to restore service and updates will be shared as they become available.

BLACK-SERVING INSTITUTION (BSI) APPLICATION

BSI Application

VIEW BC'S BSI LETTER OF SUPPORT ([/_resources/assets/documents/african-american-initiatives/bsi-letter-of-support.pdf](/resources/assets/documents/african-american-initiatives/bsi-letter-of-support.pdf))

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institutions mission

As a public community college in the state of California, Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environments promote equity and foster students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world. As one of the largest Community Colleges in the state and nation, we have a high obligation to provide as many opportunities as possible for academic success. Building upon more than 100 years of excellence, Bakersfield College continues to contribute to the intellectual, cultural, and economic vitality of the communities it serves.

We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to ability, gender, national origin, race, religion, sexuality, socioeconomic status in terms of access and barriers to resources and opportunities.

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

We cultivate an ethical and moral consciousness which places the collective well-being and health above the self; this principled environment allows for open, constructive conversations and

teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement.

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

For the 2024-2025 academic year, it was 1,947 students.

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

We will continue with pinpoint precision the visions, desires, and success of our Black/African American students through conscientious assessment and academic needs. At the forefront of receiving the initial designation, recruiting and retention are key. Our community area is extensive, Kern County by land is the largest County in California with a population of about one million residents. The population center is in the greater Bakersfield area, coincidentally with the location of Bakersfield College.

Recruiting: To achieve those academic goals illustrated in our core values, increased efforts to identify Black/African American students and put them on the track to college and not prison or unemployment. This includes a comprehensive outreach program in our K-12 school districts, Boys and Girls Club, Police Activities Leagues, etc. to positively address the importance of education in marginalized communities where the organizations are traditionally located.

It is the perception of our Black/African American students there are not enough professors that look like them. Many of these students have not experienced a Black and African American professor and are surprised when they do. Recruiting and hiring should be emphasized along with academic policy evolution. On the converse, some Black/African American Professors average 2 out of about 25 students are Black/African American. We have an outstanding sports program at Bakersfield College; we need to use this example to springboard academic recruitment.

Retention: The initial BSI designation will provide the opportunity to use our internal resources to mentor our Black/African American students in harmony and concern with our students in general. Keeping, promoting, and assignment selection is a key aspect of retaining our Black/African American professors and students.

We recognize at BC marginalized students did not always have the best academic environment growing up and we take up this mantle. Our writing, math, and computer labs are constantly being praised by students and a BSI designation will provide a wider scope of applicability of resources. Generally, by 18-years old, students lose the will for higher education, and this is especially true for Black/African American students. If they start community college, we must recognize this issue and work diligently to keep them and retention is the key.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

In alignment with the colleges 2022-2025 Student Equity Plan, Bakersfield College seeks to address the following equity and achievement gaps for Black/African American students over the next three years.

- Black or African American: 3-year outcome: Increase access rate for Black or African American students over 3years by 2.71%.
- Black or African American: 3-year outcome: Increase transfer-level Math & English completion in the Black or African American population over 3years by 5.9%.
- Black or African American: 3-year outcome: Increase Black or African American student persistence over 3years by 14.3%
- Black or African American: 3-year outcome: Increase Black or African American completion rate over 3years by 6.5%

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Bakersfield College has various affiliations and organizations dedicated to the advancement of Black and or African American students. At the college, the African American Initiatives (AAI) is a committee that plans interventions and strategies to address the underrepresentation of African American students at Bakersfield College. These initiatives address student retention, persistence, and success rates. Coordination of these strategies involves the intentional establishment of collaborative partnerships among departments, programs, and in the hiring of faculty and staff committed to this work. At Bakersfield College, the African American Initiatives plan Black History Month. The college celebrates African American Heritage Month with numerous events on campus and participation in events in the community. The African American Initiatives led the inaugural Black Student Success Week Honor Forum. This event was in alignment with Black Student Success Week. The Black Student Success Week emphasized how we are serving Black and African American students to support and ensure their success in community colleges and beyond. At the honor forum, we had student representation at the event, including a music performance and keynote speaker. The committee provided students with various awards and the event acknowledge staff for their commitment to Black Excellence. The African American Initiatives also plans the Annual African American Pre-Commencement Celebration. The pre-commencement celebration honors students of all backgrounds who have successfully completed their degree or certificate from Bakersfield College. During the event, each graduate walks across the stage as his/her name is announced and will be draped in a Kente Cloth. The Kente Cloth, developed in Ghana, is associated with class and royal status. The Kente communicates identity, community, and pride. It is seen as a source of strength, power, and the achievement of higher education.

Additionally, at the college, the Umoja, African American Success Through Excellence and Persistence (ASTEP), is a program that integrates academics, support services and African

American culture. Umoja ASTEP seeks to educate the whole student — body, mind and spirit — through an ethic of love. African and African American histories and voices are deliberately and intentionally acknowledged and are woven into the learning experience, and this integration is seen as empowering to students and as foundational for their academic and personal success. Students are full participants in their learning and growth. Umoja ASTEP aims to develop students into leaders and role models in their college and larger community.

The college also participates in the Umoja Summer Learning Institute (SLI). This is a cornerstone event, uniting Umoja practitioners from across the state of California. This is a week-long gathering, serving as a dynamic platform to reinvigorate and re-engage practitioners in the core principles and practices that define Umoja. Through workshops, collaborative sessions, and shared experiences, the SLI not only rejuvenates participants but also reinforces the commitment to Umoja's mission of enhancing the cultural and educational future of African American and other students. As practitioners come together, they form a collective force dedicated to providing exemplary support and guidance to students.

Recently, Umoja ASTEP was approved to study abroad in Egypt and several Bakersfield College students received the Umoja International Student Fellowship Program. This study abroad opportunity strives to build a global consciousness by exposing Umoja students to the African diaspora and helping them become aware of their place in that experience.

Furthermore, at the college, the African American Male Education Network & Development (A2MEND) student charter is dedicated to enhancing the academic success and personal growth of men of color, fostering capable and confident leaders in our community. Through a combination of educational, cultural, and social programming, A2MEND promotes brotherhood, positivity, and resilience. With mentorship and support, we aim to address and overcome ongoing challenges, empowering our students with the wisdom, experience, and community connections they need for long-term success. The A2MEND services provided include:

- Dedicated Support: Personalized guidance from a committed Educational Advisor
 - Brotherhood and Mentorship: A supportive peer network and professional mentorship
 - Career and Academic Development: Workshops, career counseling, and university tours to prepare students for transfer and future careers
 - Professional Community Network: Access to statewide A2MEND conferences, trainings, and community events
 - Skill Building: Opportunities to develop networking, leadership, and social responsibility skills
 - Cultural and Social Events: Events tailored to meet the unique needs of men of color
- Eligibility and Requirements.

A2MEND also attends the A2MEND Annual Summit. The summit brings together Black male college students and educators to encourage and find innovative ideas to increase the success of Black male students in California's Community College system.

The college attends the annual Men of Color Action Network (MOCAN) conference. This is a annual conference focuses on the lived experiences of males of color, including Black/African American students. The event includes free breakfast and lunch, motivational speakers and workshops, networking opportunities, and community resources. This in-person event is

designed to unite men of color from all walks of life to share experiences, learn from each other, and act toward positive change.

The college attends the annual California State University, Bakersfield conference focused on resilience, motivation, and the power of higher education. Students from across the Central Valley gathered at California State University, Bakersfield for the second annual "The Marathon Continues" vol. 2 conference centered on resilience, motivation, and opportunity.

The college hosts the Historically Black Colleges and Universities (HBCUs) Caravan. The event connected students with HBCU representatives, offering the invaluable opportunity to explore a variety of academic programs, scholarships, and campus life at some of the best academic institutions in the nation. More than 200 BC and local high school students attended, with 121 students getting acceptance confirmation during the event. Several students also received scholarships, with more than \$3,000,000 granted to BC students.

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

(A) The number of degree and certificate programs completed by all students, and by Black and or African American students

- In 2023-2024: 276 Black/African American students completed a program.
- In 2023-2024: 7,917 all students completed a program.

(B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of normal time to degree completion.

- In fall 2022: 311, 1.6%, Black/African American, students obtained an award within 2 years.
- In fall 2022: 464, 7.7%, all students, obtained an award within 2 years.
- In fall 2021: 30, 15.3%, Black/African American, students obtained an award within 3 years.
- In fall 2021: 784, 16.8%, all students, obtained an award within 3 years.
- In fall 2018: 22, 9%, Black/African American, students obtained an award within 6 years.
- In fall 2018: 1,149, 21.6%, all students, obtained an award within 6 years.

(C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

- Transfer rates within 3 years for all students in fall 2021 was 736, 15.7%.
- Transfer rates within 3 years for Black/African American students in fall 2021 was 31, 15.8%.
- Transfer rates within 6 years for all students in fall 2018 was 1,248, 23.5%.
- Transfer rates within 6 years for Black/African American students in fall 2018 was 45, 18.4%.

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

At Bakersfield College, the campus resources available to promote equity and inclusion of Black and African American students includes programs such as Umoja and A2MEND. Furthermore, we have a physical space for the Umoja program. We have the Umoja Village. The Village is a space where cultural diversity in general and Black culture and Black excellence in particular are not only welcomed, valued, and honored but celebrated as an essential thread in the fabric of Bakersfield College.

At the college, the Umoja Community Club compliments the Umoja – ASTEP program. The Umoja Community Club is a student organization that promotes the unity of African American students using the foundation of Umoja Community practices while embracing African American culture. The Umoja Community Club is a culturally based student organization that will work with administration, faculty and staff to enhance African American students' college experiences and increase success rates. To achieve this the Umoja Community Club members embrace each other with love, support, and peer mentoring, within a space where students can freely be themselves and focus on academic success.

At the college, the A2MEND student club compliments the A2MEND student charter. The club provides an opportunity to promote a sense of brotherhood and positivity among its members, within campus, and the surrounding community. Members of the A2MEND Charter are dedicated to academic success, leadership development, community service, and mentoring. Participants in the A2MEND club can build a wide range of skills, including:

- Leadership development
- Social justice awareness and responsibility
- Character building and professionalism

- Academic support and networking skills
- Community service involvement
- Statewide conference attendance and training

The Bakersfield College Foundation awarded 615 scholarships to students in 2024, which totaled over \$520,000. At the college, we address basic needs through the following:

- Laptop loan
- Wi-Fi hotspot
- Food Pantry
- Farmers market
- Health care services
- Housing referrals
- Emergency grants

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

In these changing times our world is rapidly losing focus on social, political, pedagogical issues and philosophies which impact Black/African American students. Like all students, we at the community college level have a duty to really advocate success through mentoring, tutoring, and rigorously promoting education. To do we must have the resources, tools, and ability to implement continued academic success. At Bakersfield College, the African American Initiatives (AAI) was nominated for the most outstanding program/initiative supporting Black Excellence via the Black Student Success Week, Black Educator Excellence award. We have increased the number of Black/African American students transferring by 36%. The A2MEND chapter grew by 43%. Over the past year, the fall-to-spring persistence rate for Black/African American students rose by 6 percentage points. Moreover, completion rates in transfer-level English and math during the first year among Black/African American first-time students have been steadily increasing. Bakersfield College has made significant strides in eliminating the equity achievement gap. The BSI designator will substantially enhance Bakersfield College mission ability to meet this outcome.