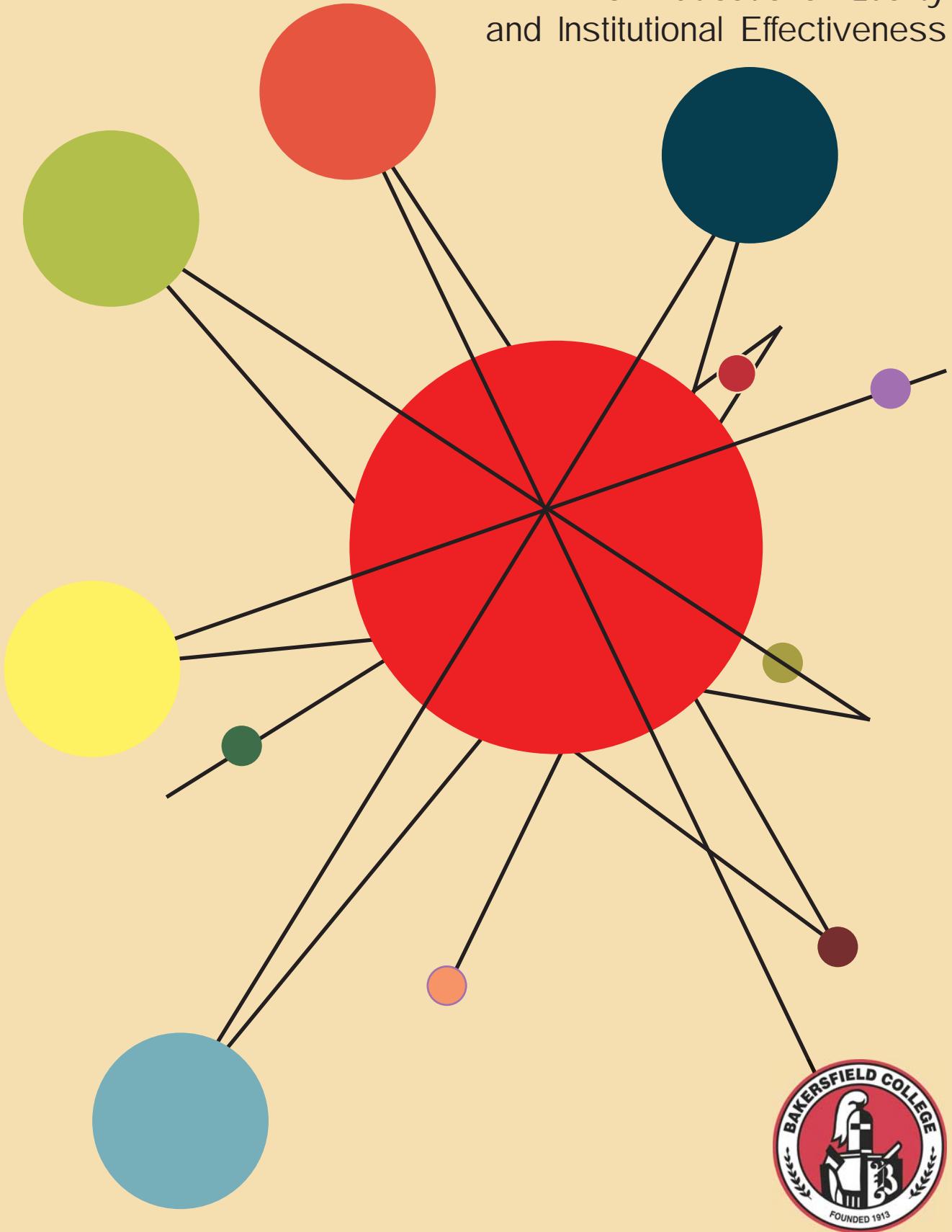


Bakersfield College

2012 Self Evaluation Report
of Educational Quality
and Institutional Effectiveness





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Page 2

Bakersfield College

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by:

*Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305*

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 9, 2012





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Page 4

Certification of the Institutional Self Study Report
CEO Certification

Date: August 9, 2012

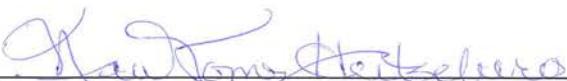
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Nan Gomez-Heitzeberg, Interim President
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify that there was broad participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of the institution.

Signed:



Nan Gomez-Heitzeberg, Interim President, Bakersfield College



Sandra V. Serrano, Chancellor, Kern Community College District





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Page 6

Certification of the Institutional Self Study Report
Governing Board Certification

Date: August 9, 2012

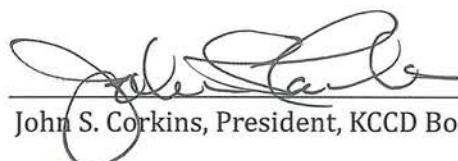
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Nan Gomez-Heitzeberg, Interim President
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

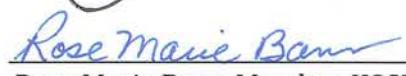
This Self Evaluation of Educational Quality and Institutional Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self evaluation process.

Signed:



John S. Corkins, President, KCCD Board of Trustees



Rose Marie Bans, Member, KCCD Board of Trustees



Kay S. Meek, Member, KCCD Board of Trustees





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Page 8

Table of Contents

Certification of the Institutional Self Study—CEO Certification	5
Certification of the Institutional Self Study—Governing Board Certification	7
Introduction to Bakersfield College	12
Major Development Since the Last Educational Quality and Institutional Effectiveness Review	15
Economics and Demographics of the Bakersfield College Service Area	18
Organization of the Self Evaluation Process	25
Organizational Information	31
Accreditation Standard Responsibility Functional Map	37
Certification of Continued Institutional Compliance with Eligibility Requirements	63
Certification of Continued Institutional Compliance with Commission Policies	66
Responses to Recommendations from 2006 Self-Evaluation	71
Responses to ACCJC Rubrics for Evaluating Institutional Effectiveness	93
Actionable Improvement Plans for the 2012 Accreditation Self Study	99
Standard I: Institutional Mission and Effectiveness	104
Standard II: Student Learning Programs and Services	140
Standard III: Resources	282
Standard IV: Leadership and Governance	370
Appendix 1: Responses to Planning Agendas from the 2006 Accreditation Self-Evaluation	412





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Page 10



What did you see?

Hanan Abou Harb, Child Development Student

"When I came from the middle east to the United States, I found big differences in the child development philosophy. Through Bakersfield College, I'm participating in an international exchange program in Italy where I will learn about children of different nationalities and needs, and how their cultures and philosophies relate to early childhood education. Bakersfield College is where I wanted to learn about helping small children."

A. Introduction

History of Bakersfield College

As the 20th century began, Bakersfield was becoming a seminal community in California's southern San Joaquin Valley, with the population growing due to oil exploration. Bakersfield Junior College opened its doors in 1913 on the campus of the Kern County High School, now Bakersfield High School, to little fanfare and fewer than fifteen students.

On July 1, 1947 Bakersfield College joined other colleges in the state by dropping "junior" and becoming a community college. Then on April 30, 1955, the cornerstone laying ceremony was held at the new campus high atop the China Grade Bluffs on Panorama Drive. The new 150-acre campus had 15 buildings and greeted 1,400 students and 89 faculty members on that April morning.

In 1975, Bakersfield College added the Downtown Center, now known as the Weill Institute, for career education during the day and liberal arts courses at night. Thirty five miles to the north, the Delano Campus was opened shortly after and quickly increased in enrollment.

In 1979, Bakersfield College had grown to 13,000 students at its various service locations. Most of these students had the ultimate goal of attending one of the state's public universities upon completing their general education. Then a focus on health careers started to take shape with the construction of a \$2.5 million complex on the Panorama Campus in 1995. On November 2, 2006 the newly remodeled William M. Thomas Planetarium was dedicated.

Bakersfield College established a center in Delano, California in 1972. The center opened with 20 course offerings and about 300–400 enrollments. The original site was at the Delano High School in temporary buildings, but moved to a permanent structure shortly after opening. In 1981, the campus expanded to about 100 course offerings and maintained about 600–800 students per year and about 2,400 enrollments. These enrollments remained stable until the 2005 construction of the Delano Campus Science and Technology Building. In 2007, the Delano Campus began a significant five-year growth that included a 73 percent increase in enrollments. In 2009, the Delano Campus consolidated operations at the current site on Timmons Avenue. The new site has a permanent Science and Technology building and temporary structures with state-of-the-art classrooms, computer labs and support facilities. The Delano Campus also helped build joint-use facilities in a partnership with Robert F. Kennedy High School. The partnership allows use of large lecture halls and exercise rooms. The campus has four lecture halls; eight classrooms; three computer labs; two science labs; a multi-purpose learning/tutoring center; two exercise rooms; a small media lab; and two distant-interactive classrooms. The Delano Campus services about 1,900 students each semester and manages more than 300 sections and 10,000 enrollments each year.

The Panorama Campus now has 22 major buildings, a 10-acre agriculture lab, and a full range of athletics facilities, as well as lawns and ample parking lots. In 2010, Bakersfield College commissioned a one-megawatt photovoltaic field above the northeast parking lot, which now offsets one-third of Bakersfield College's energy needs.



Today, Bakersfield College has nearly 18,000 students and nearly 1,200 employees between the two campuses and various service sites. Located 118 miles north of Los Angeles and 111 miles south of Fresno, Bakersfield College is the largest of the three colleges in the Kern Community College District and serves approximately 5,000 square miles of the southern San Joaquin Valley.

Bakersfield College offers more than 70 associate of arts and associate of science degrees and more than 30 certificate programs in 25 general education disciplines and 18 career and technical areas. The Panorama Campus provides comprehensive student services and intercollegiate athletics opportunities on 20 men's and women's teams.

In order to better meet the needs of students and stakeholders, and to relieve long-term pressure on the Panorama Campus, Bakersfield College purchased 235 acres of land northwest of Bakersfield, and 126 acres of land south of Bakersfield. California's uncertain economic climate has these campus expansion plans on hold.

In response to the changing demographics of the surrounding community, Bakersfield College celebrates the vibrant cultural diversity. 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 challenge in today's economic climate. Bakersfield College's student body is increasingly low-income, first-generation college-going, minority, and academically underprepared. In response to this change, faculty, staff, administration, and students have cooperated to leverage alternative sources of funding, such as Hispanic Serving Institution federal grants, to support innovative educational programming and integrated student learning opportunities.

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 2013, Bakersfield College will reach its centennial year. A series of events and major activities are planned to celebrate this achievement.





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Page 14

Major Developments since the Last Educational Quality and Institutional Effectiveness Review

Over the past six years since the development of the 2006 Bakersfield College Institutional Self Study in Support of Reaffirmation of Accreditation, Bakersfield College has seen several major developments in its leadership, student demographics, student services, service locations, and energy efficiency and construction.

Leadership

Administration

In April 2008, the ninth Bakersfield College president retired, and a new president was hired to lead the organization.

A realignment of instructional administration took place shortly thereafter, with the elevation of the vice president of academic affairs to the level of executive vice president of academic affairs and student services. The vice president of student services position became vacant and was replaced as the associate vice president of student services, reporting directly to the executive vice president of academic affairs and student services. Of the ten instructional administrators currently within Bakersfield College's reporting structure, only three held the same position at the time of the last Educational Quality and Institutional Effectiveness Review.

A realignment of noninstructional administration also took place, with the consolidation of administrative services and operations under a single director. Of the noninstructional administrators at Bakersfield College, just one was in his or her current position at the time of the last Educational Quality and Institutional Effectiveness Review.

In addition, on February 9, 2012, the Bakersfield College president announced his intent to exercise his retreat rights and return to the Computer Science department at Bakersfield College. An interim president was named shortly thereafter to work with the current president in the transition while the Kern Community College District begins the search process for Bakersfield College's next president.

College Council

In 2007, Bakersfield College began a comprehensive review of Bakersfield College's College Council, which is the main participatory governance committee for Bakersfield College. After a year of an expanded membership, a survey evaluation revealed that the large size of the committee was counterproductive to its goals. College Council was ultimately reduced from a membership of 75 to a membership of 21, with members representing every constituent group at Bakersfield College. The new College Council structure began operation in January, 2009.

In spring 2012 College Council conducted a survey to evaluate its effectiveness.

Student Demographics

As of the 2006 Bakersfield College Institutional Self Study in Support of Reaffirmation of Accreditation, Bakersfield College student headcount was 15,648 students. Of those, 59 percent were female, 58 percent were minority, 65 percent were less than 25 years old, and 63 percent attended class part-time. Only 24 percent of all students were 30 years old or older.



At the time of the development of the 2012 Self Study, College demographics have evolved. In fall 2011, the full-time Bakersfield College student headcount was 16,747 students. Of those, 55 percent were female, 67 percent were minority, 60 percent were less than 25 years old, and 70 percent attended class part-time. Over the six years between the 2006 and 2012 self studies, Hispanic students maintained their position as the largest ethnic group, increasing by six percentage points to more than 50 percent, while white students dropped seven percentage points. During that same time, enrolled students became proportionately older. In fall, 2011, 60 percent of all students were younger than 25 years old, compared to 65 percent in fall 2005. Conversely, in fall 2011, only 25 percent of all students were 30 years old or older, compared to 28 percent in fall 2005. These changes, while reflective of changes in Bakersfield College's service area, may also have been impacted by California's economic climate and joblessness among all age sectors.

Student Services

In fall 2008, Bakersfield College officially retired the printed course schedule in favor of an online course schedule. The change occurred because room changes, class cancellations, and section additions made the printed schedule outdated shortly after printing. In place of the printed schedule, Bakersfield College developed a registration brochure which provides a basic overview of the registration process, important dates, fee information, and specifics about planning for the semester.

In March, 2011, the Bakersfield College Foundation more than doubled its scholarship-granting capability with an historic gift from philanthropist Dr. Norman Levan. Levan's gift, which will be realized upon his passing, will add \$500,000 to the Bakersfield College Foundation's annual scholarship program, which currently stands at \$400,000 per year.

In addition Bakersfield College took a new approach to providing student services to military veterans with the opening of the Veterans Resource Center on the Panorama Campus in September 2011. The Veterans Resource Center facilitates student veterans' education at Bakersfield College by centralizing important student services and referrals to valuable community resources in one area. The Veterans Resource Center is located in the John Collins Campus Center and is open daily during the academic year.

Also in September 2011 Bakersfield College opened a Writing Center. Based on research by the National Center for Developmental Education, the Bakersfield College Writing Center provides students with access to professional writing consultants who hold baccalaureate degrees and have knowledge about and experience in the discipline of rhetoric and composition. The Bakersfield College Writing Center also provides students with access to diagnostic and remediation software programs to supplement classroom learning in English and English as a Second Language.

Service Locations

In 2008, Bakersfield College consolidated all operations of the Delano Campus onto the Timmons Avenue location. Operated jointly with the neighboring Robert F. Kennedy High School, and made possible by the Kern Community College District Safety Repair and Improvement District capital bond of 2002, the Delano Campus primarily serves northern Kern County and southern Tulare County residents. Instructional resources include classes taught on campus, as well as interactive courses broadcast from the Panorama Campus in Bakersfield. The Delano campus offers onsite services for students, including counseling, financial aid, educational advising, admissions, assessment, and tutoring.



Energy Efficiency and Construction

In November 2010, Bakersfield College's photovoltaic field was commissioned. The project, which was designed as a carport-style structure over the Panorama Campus' northeast parking lot, generates 2.1 million kilowatt hours annually, offsetting approximately one-third of Bakersfield College's annual energy consumption. The photovoltaic field is part of a series of energy-efficiency projects, both completed and underway.

Substantive Change Proposal—October 2011

The Substantive Change Report requesting the approval to offer additional associate degrees and certificates with more than 50 percent of the program through the distance education modality was submitted by Bakersfield College in October, 2011 and was approved by Accrediting Commission of Community and Junior Colleges on November 15, 2011.



Economics and Demographics of the Bakersfield College Service Area

Bakersfield College is located in California's 11th largest city and the 57th most populous city in the nation, at the southern end of California's San Joaquin Valley. The area, one of the most diverse in California, includes a variety of business opportunities and amenities. According to data from the Kern Economic Development Corporation, Bakersfield is one of the fastest growing metropolitan areas in the western United States and offers a low cost of living and a readily available workforce. However, the labor force is growing faster than available job growth.

Bakersfield itself is strategically located in one of the world's largest economies and is a place where cutting-edge technology development is blended with a rich history of agriculture and oil production. Bakersfield is a regional hub that includes a number of highly-recognized employers like Nestlé, State Farm Insurance, Ikea, Aera Energy, Chevron, and Occidental Oil and Gas, along with an array of smaller firms. Research by the Great Valley Center in the *Assessing the Region via Indicators, The Economy* says the area has had the greatest percentage increase in available jobs, with a total of 144,400 jobs added over eight years. This growth demands additional training in the areas of Career and Technical Education and community partnerships to facilitate the development of training programs.

The per capita income in the area is among the lowest in California, at just \$29,790—more than 29 percent below the state average of \$41,805. If the area were to be taken as an individual state, it would rank 48th in the nation in per capita income.

Agriculture remains the economic base of the Bakersfield area, and California's Central Valley is the most productive agricultural region in the United States and a critical part of the nation's food supply. If California's Central Valley were a state, it would be ranked first in the nation in agricultural production. However, the Bakersfield area has experienced the loss of more than 16,000 acres of prime farmland over the last six years, resulting in the loss of agricultural jobs. While agriculture provides more than ten percent of the jobs in the area, that number is down from 20 percent just five years ago. Significant job loss in the agricultural industry has forced many to seek higher education as a means of finding stable employment.

In addition, the population of the Bakersfield area has increased more than 35 percent between 2000 and 2009. According to the 2010 Census, the Bakersfield College service area population was 347,483 in the city of Bakersfield and 629,723 in the entire service area. The State of California Department of Finance indicates that the entire area is expected to experience a 12 percent population increase by 2020.

In Kern County, Hispanics remain the prevailing single ethnicity, with 413,033 of the county's 839,631 residents claiming their heritage as Hispanic on the 2010 Census. Five percent are African American, four percent are Asian, five percent identified two or more races, two percent are American Indian/Alaska Native, and less than one percent is Native Hawaiian/Pacific Islander. Respondents indicating "other" accounted for 24 percent of the population.

More than half the population is male, and 585,550 are over the age of 18, with a median age of 29.9 years and the largest age demographic between 25–34 years of age.



Data provided by the Kern Council of Governments projects population growth to nearly one million in 2020, with more than half being identified as Hispanic. By 2020, more than 208,000 residents of college-going age will reside in Bakersfield College's service area.

**Population Projection for
Kern County by July 1, 2020**

Ages	Total
Ages 0-4	84,064
Ages 5-9	80,478
Ages 10-14	74,069
Ages 15-19	67,349
Ages 20-24	67,882
Ages 25-29	73,304
Ages 30-34	67,594
Ages 35-39	60,665
Ages 40-44	48,229
Ages 45-49	46,646
Ages 50-54	48,423
Ages 55-59	52,469
Ages 60-64	49,439
Ages 65-69	39,842
Ages 70-74	30,865
Ages 75-79	21,964
Ages 80-84	1,575
Ages 85+	21,255

**Hispanic Population Projection
for Kern County by July 1, 2020**

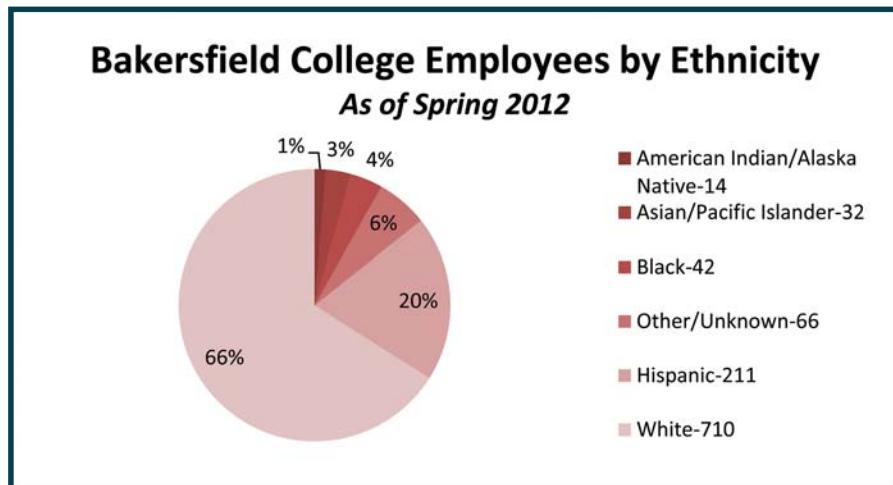
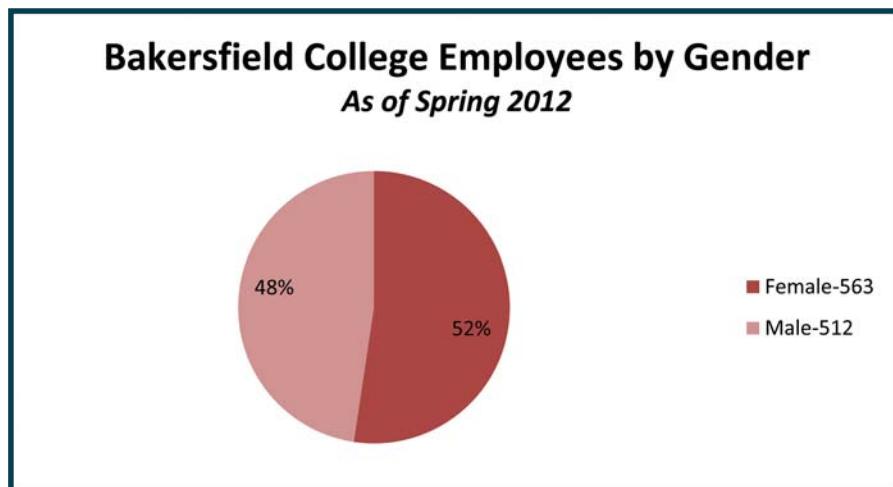
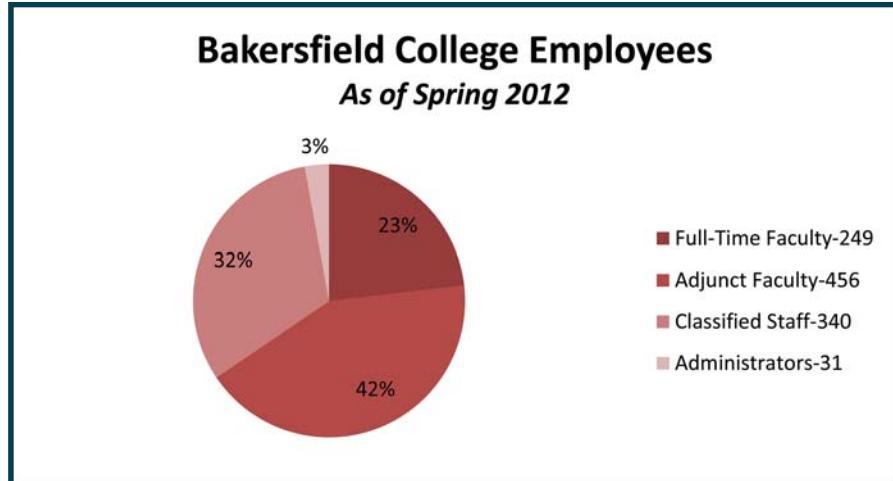
Ages	Total
Ages 0-4	55,557
Ages 5-9	51,508
Ages 10-14	46,784
Ages 15-19	41,786
Ages 20-24	40,410
Ages 25-29	40,988
Ages 30-34	35,703
Ages 35-39	32,429
Ages 40-44	25,599
Ages 45-49	22,264
Ages 50-54	21,374
Ages 55-59	21,171
Ages 60-64	17,821
Ages 65-69	12,977
Ages 70-74	9,469
Ages 75-79	7,170
Ages 80-84	6,029
Ages 85+	11,163



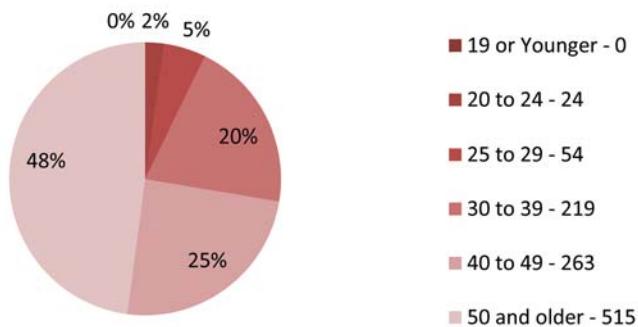
Background and Demographics of Students and Staff

Demographics of Staff

Employees at Bakersfield College include full- and part-time faculty members, classified staff, confidential managers, and educational administrators. Student workers are not reflected in the following data.



Bakersfield College Employees by Age *As of Spring 2012*

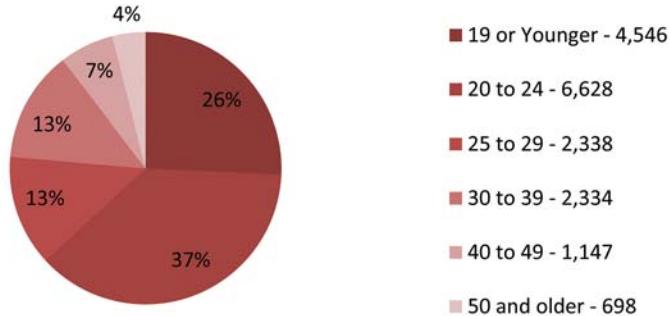


Demographics of Current Students

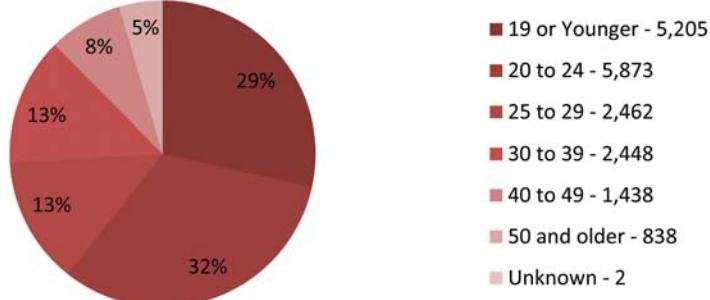
In the 2010–2011 academic year, Bakersfield College has 27,398 in unduplicated headcount.

The majority of students, 9,641, were between the ages of 20 and 24, with more than 55 percent of all students being female. These numbers have been consistent over the last five years of data collection.

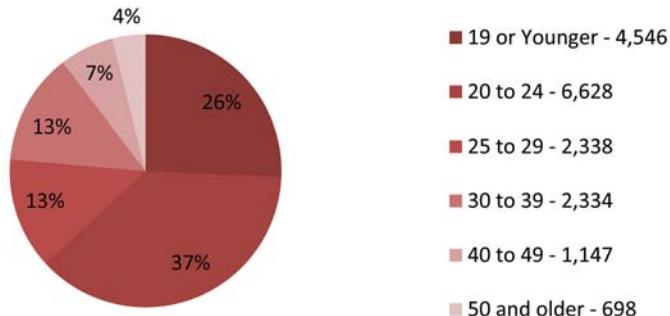
Bakersfield College Students by Age *Fall 2011 Semester at Census*



Bakersfield College Students by Age *Fall 2007 Semester at Census*

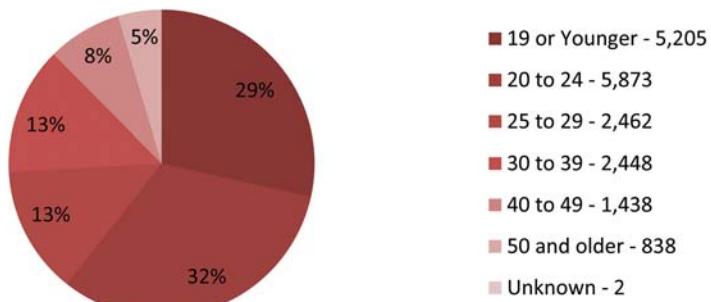


Bakersfield College Students by Age *Fall 2011 Semester at Census*



Bakersfield College Students by Age

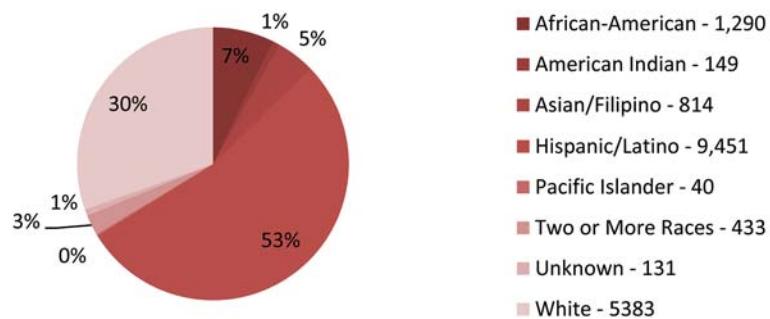
Fall 2007 Semester at Census



One area of significant change is that of the ethnicity of students. More than 51 percent of students now indicate they are Hispanic, a growth over the last five years of six percentage points.

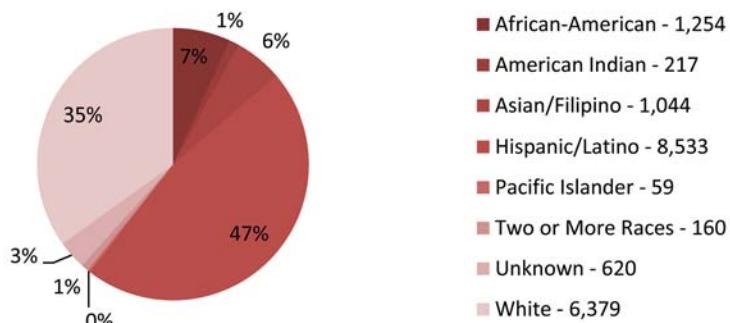
Bakersfield College Students by Ethnicity

Fall 2011 Semester at Census

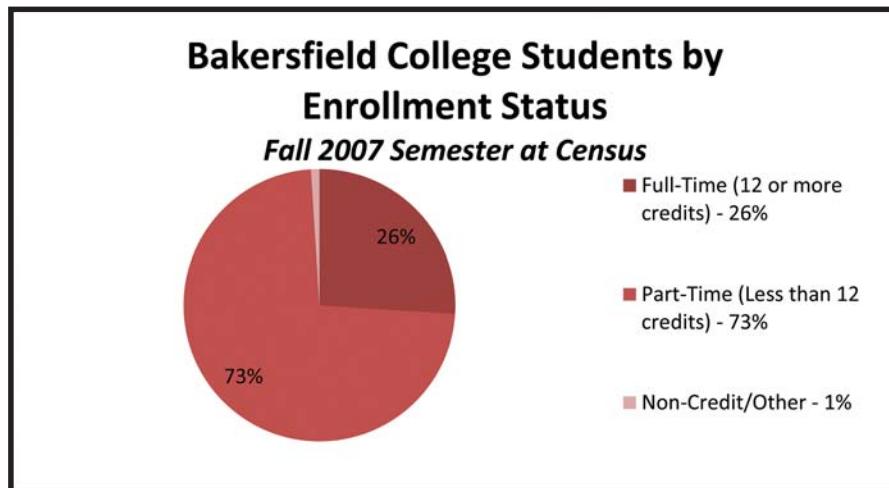
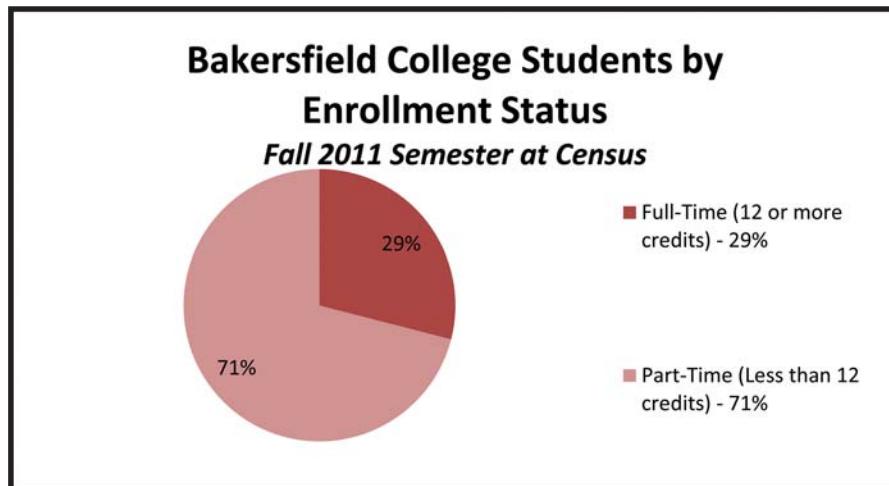


Bakersfield College Students by Ethnicity

Fall 2007 Semester at Census



Student enrollment status has remained relatively similar over the last five years, with 71 percent of students being enrolled part-time in spring, 2011, and 29 percent of students being enrolled full-time.



Potential Kern County High School Graduates

The number of high school students in the public school pipeline that are potential Bakersfield College students is expected to increase for the next year, then experience a significant short-term decline before rebounding again in 2017.



B. Organization of the Self Evaluation Process

In spring 2010, the Academic Senate president sent out an email to the Bakersfield College faculty soliciting members for a new standing committee on accreditation. The Accreditation Steering Committee was created by the Academic Senate president and the Bakersfield College president and conceived as a major step toward helping the Bakersfield College community view accreditation as a continual process, instead of an event that happens every six years.

According to its charge, the committee oversees data collection, creates timelines, recruits and trains members for various accreditation processes, and, as a matter of course, supervises the process of writing the report. The Accreditation Steering Committee is also charged with “keeping the accreditation process progressing” including solving issues that arise during that process. In addition, this committee oversees the process of meeting the Recommendations and completing Actionable Improvement Plans so that improvement through the accreditation process becomes part of the Bakersfield College culture.

It is important to note that originally the faculty co-chair of this committee was not given any reassigned time, but currently the co-chair receives .2 reassigned time. This change in policy shows a continual examination of the work this committee does as well as College support for the committee’s mission.

The members of the committee include five administrators, two classified representatives, seven faculty, one student, and two community members—though understandably the membership fluctuates. They have met at least once a month since the committee’s inception, creating a philosophy statement and a committee charge that was drafted, vetted by various other campus groups and committees such as the Academic Senate and College Council, and then formally accepted.

It is also the committee’s responsibility to create a committee with the sole purpose of writing the Self Evaluation Report. After drafting this additional committee’s charge and its job descriptions for committee chairs, the Accreditation Steering Committee submitted documents to the various governing groups on campus for approval.

The Self Evaluation Committee was comprised of two co-chairs, an administrator and a faculty member, who oversaw and trained the eleven individual standard committee co-chairs, held regular meetings, answering questions and checking on their progress. In addition each of the eleven standard sections had both an administrator and a faculty member as co-chairs.

The Self Evaluation Committee co-chairs recruited members for the eleven committees and included as many people from the Bakersfield College community as possible in order to ensure the process was open and transparent. Once the subcommittee co-chairs for each subsection of the standards were chosen by the Self Evaluation Committee, the Accreditation Steering Committee co-chairs worked with the Self Evaluation Committee on training. The Self Evaluation Committee asked individual Standard work teams to supply applicable information to answer the Recommendations, Planning Agendas, and Standard requirements for the Self Evaluation Report.

The Self Evaluation Committee co-chairs also oversaw the individual standard committees, scheduled group meetings with all the co-chairs of the eleven standard



sections, created deadlines for the document, answered questions and concerns, and handled many of the difficulties individual standard committees encountered. The Self Evaluation Committee met with various individuals, such as the director of marketing and public relations and the specialist from the office of institutional research and planning, who were instrumental in the creation of an online template with a documentation repository system and who also assisted in the development of the introductory elements of the document.

The Self Evaluation Committee co-chairs also served as the liaisons between the standards committees and the Accreditation Steering Committee, communicating questions and concerns, answers and resolutions between the two groups, while providing resources to develop a cohesive, complete document.

Because the Accreditation Steering Committee is also charged with helping the Self Evaluation Committee, they were called upon to clarify certain functions of Bakersfield College. Also, they helped solve the larger difficulties when called upon by members of the Self Evaluation Committee. They served as a resource to consolidate stated concerns into precise goals, providing the impetus to resolve issues that affect many separate constituencies. In fact, as a direct result of this committee, Bakersfield College has a new Annual Program Review process and a clearer connection between planning, budget, and curriculum—with a built in evaluation of these changes. Bakersfield College is proud of these improvements and the creation of this Self Evaluation Report.

In addition to creating the faculty co-chair position for the Self Evaluation Committee—with reassigned time for three semesters—the Accreditation Steering Committee also saw a need for and created the position for an editor for the Self Evaluation Report, which also has compensation in the form of reassigned time or stipend. The Accreditation Steering Committee solicited applicants, interviewed, and selected an editor who was in charge of checking the document for consistencies, accuracies, and voice.

After the editor made corrections, the individual subcommittees reviewed the document in order to ensure that any changes made did not alter accuracy. The Self Evaluation Committee shared the document with the Bakersfield College community at large, assessed and incorporated comments, and sent the document to the Kern Community College District Board of Trustees.

The Accreditation Steering Committee, Self Evaluation Committee, Standards Subcommittees, editor, and designer/proofreader all worked diligently to produce this document and are proud of the final product.

Timeline for Completion of Self Evaluation Report

Spring 2010

- Volunteers solicited for newly formed Accreditation Steering Committee.

Fall 2010

- Accreditation Steering Committee met and formulated charge and philosophy.
- Calls for applicants for Faculty Co-Chair of the Self Evaluation Committee are sent out, interviews conducted, and individual chosen.
- Administrative Co-Chair of Self Evaluation Committee appointed.



Spring 2011

- Volunteers solicited for eleven subcommittees and their co-chairs (at least one faculty member and one administrative member for all eleven).
- Committees of faculty, administrators, and classified staff formed and have initial meetings in April to divide up assignments.

Fall 2011

- Eleven subcommittees gather evidence, interview people, gather data, and write up their findings on each of their standards.
- Self Evaluation Committee co-chairs set up calendar.
- SharePoint website is set up for document sharing and storage.
- Self Evaluation Committee co-chairs hold regular meetings with standards co-chairs for updates and questions.
- Calls for applicants for the position of editor, interviews conducted, and individual is chosen.
- Self Evaluation Committee co-chairs research and write up responses to recommendations.
- Self Evaluation Committee co-chairs divide and assign remaining section of the report.
- Subcommittees finish drafts.
- Self Evaluation Committee co-chairs review drafts and give feedback to committees.
- Subcommittees incorporate feedback and prepare draft for editor.
- Editor begins work on document.

Spring 2012

- Editor continues work on document.
- Co-chairs of Accreditation Steering Committee, Self Evaluation Committee, editor, and graphic design person meet with president periodically for questions and information.
- Finished document goes out to college community on website for input.
- Feedback from college community reviewed by committees of faculty and administrators from Self Evaluation Committee co-chairs and document is revised as needed.
- Document sent to chancellor for review.
- Document sent to Board of Trustees subcommittee for review.
- Document revised as needed.
- Document sent to designer for final layout and printing.
- Final copy sent to District Office to be submitted to the Board of Trustees for acceptance.

Members of the Accreditation Steering Committee

Kate Pluta—Faculty Co-Chair

Nan Gomez-Heitzeberg—Administrative Co-Chair

Billy Barnes—Faculty

Bill Cordero—Administration

Joyce C. Ester—Administration

Hamid Eydgahi—Administration

Sue Granger-Dickson—Faculty

Diana Kelly—Faculty

Ann Morgan—Administration

Klint Rigby —Faculty



Kirk Russell—Faculty
Loy Saldarda—Student
LaMont Schiers—Administration
Bonnie Suderman—Administration
Bernadette Towns—Faculty
Rene Trujillo—Faculty
Rachel Vickrey—Faculty
Rebecca Mooney (ad hoc member)
Danitza Romo (Student Government Association)
Miranda Whipple (Student Government Association)

Members of the Self Evaluation Committee

Rebecca Mooney—Faculty Co-Chair
Bonnie Suderman—Administrative Co-Chair

Members of the Self Evaluation Committee Subcommittees

Faculty Co-Chairs

Tim Bohan
Barbara Braid
Leah Carter
Nancy Guidry
John Hart
Jennifer Johnson
David Koeth
Tom Moran
Kathy Rosellini
Nick Strobel
Mark Staller
Phil Whitney

Administrative Co-Chairs

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Paula Bray
Greg Chamberlain
Todd Coston
Stephen Eaton
Joyce Ester
Ann Morgan
Dan O'Connor
LaMont Schiers
Bonnie Suderman

Members of the Subcommittees

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Don Birdwell—Classified
Gregg Cluff—Faculty
Bill Cordero—Administration
Brent Damron—Faculty
Mike Daniel—Faculty
Manuel De Los Santos—Classified
Peggy DeStefano—Faculty



Dan Edwards—Faculty
Hamid Eydgahi—Administration
Adie Geiser—Faculty
Heidi Gilliard—Classified
Angelica Gomez—Administration
Consuelo Gonzalez—Classified
Sue Granger-Dickson—Faculty
Luis Guajardo—Faculty
Vanessa Hernandez—Administration
Bryan Hirayama—Faculty
Tina Johnson—Classified
Ron Kean—Faculty
Lynn Krausse—Faculty
Laura Lorigo—Administration
Tracy Lovelace—Classified
Kyle Loughman—Faculty
Creighton Magers—Faculty
Rich McCrow—Administration
Michael McNeilis—Faculty
Kelli Michaud—Classified
Della Navarro—Classified
Hillary Neumeister—Faculty
Kimberly Nickell—Faculty
Janna Oldman—Classified
Christian Parker—Faculty
Mary Jo Pasek—Administration
Susan Pinza—Faculty
Kate Pluta—Faculty
Kristin Rabe—Classified
Shohreh Rahman—Faculty
Klint Rigby—Faculty
Cornelio Rodriguez—Faculty
Judy Romanini—Classified
Maritza Salgueiro-Carlisle—Faculty
Mark Staller—Faculty
Mike Stepanovich—Administration
Nick Strobel—Faculty
Gail Summerford—Administration
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C. Organizational Information

Organization of the Kern Community College District

Board of Trustees

The Kern Community College District is governed by a seven-member board locally elected from five geographic areas determined based on population. The Kern Community College District service area is divided into five segments for elected representation, with two segments receiving two representatives on the Board of Trustees. Of the seven members of the Kern Community College District Board of Trustees, two each represent central Bakersfield and southwest Bakersfield. One each represents Porterville, Ridgecrest and northeastern Kern County. Terms last four years and elections occur on even numbered years.

In addition, a student serves as a nonvoting member of the board of trustees. Student members serve for one year, and are allowed to attend closed sessions, except in matters dealing with personnel and collective bargaining.

Among many other activities that help maintain, govern, and operate Bakersfield College, the Kern Community College District Board of Trustees establishes and reviews local board policy for Bakersfield College and ensures that this policy is created and reviewed pursuant to the California Education Code and Title 5.

Chancellor

The chancellor is the chief executive officer of the Kern Community College District and is responsible for the operation of the Kern Community College District in accordance with the policies established by the Kern Community College District Board of Trustees. The chancellor reports directly to the board and is responsible for overall operations of the Kern Community College District, including instructional programming and student learning, fiscal affairs, facilities planning, business services, human resources, and legislative relations. The chancellor is also responsible for district strategic planning and providing guidance and support to Bakersfield College.

Chief Financial Officer

The chief financial officer reports directly to the chancellor and is the chief business officer for the Kern Community College District. The chief financial officer provides leadership in District wide budget planning process, finance systems and operations, facilities planning and construction, and financial compliance.

Vice Chancellor, Educational Services

The vice chancellor of educational services reports directly to the chancellor and is directly responsible for the coordination of District wide instructional and student services programs and services to enhance articulation, matriculation, and student learning outcomes. Other responsibilities include implementing policies and procedures of the Kern Community College District and serving as the accreditation liaison with Bakersfield College.

Vice Chancellor, Human Resources

The vice chancellor of human resources reports directly to the chancellor and is responsible for employee relations, collective bargaining and contract administration, compensation and benefits, safety and risk management, emergency preparedness, and labor and legal compliance.



Vice Chancellor, Operations Management

The vice chancellor of operations management reports directly to the chancellor and is responsible for operational systems, conducting the internal audit, disbursements, management information systems submission, and information technology.

Director, Research Analysis and Reporting

The director of research analysis and reporting is the district's primary source for meaningful research for use in planning and decision-making and reports directly to the chancellor. The director of research analysis and reporting is responsible for the development and dissemination of analytical data related to academic, student, and administrative programs; for data design, analysis and trend monitoring to support institutional decision-making, including strategic planning and accreditation; for preparing required federal and state reports; and for working collaboratively with District and college research staff in the development and maintenance of a comprehensive District wide data warehouse for use in reporting and decision-making at the District and the colleges.

Director, Information Technology

The director of information technology reports directly to the chancellor and is responsible for providing leadership in district technology functions and planning and research. The director of information technology is the administrator overseeing information and instructional technology, network services, help desk services, systems administration, telecommunications, and video conference operations.

Presidents

The president is the chief executive officer of Bakersfield College and reports directly to the chancellor. The president is responsible for the overall operations of Bakersfield College and is responsible for leading Bakersfield College to achieve its mission. The chancellor delegates certain powers and duties to the Bakersfield College president. The president is responsible and accountable for all of the institution's programs, services and operations. The president is also responsible for representing Bakersfield College in the communities served by Bakersfield College.

Organization of Bakersfield College

President

The president of Bakersfield College shall be responsible to the chancellor of the Kern Community College District. As chief administrator of Bakersfield College, the president has major responsibilities that include maintaining the policies, procedures, and regulations as set forth by the chancellor, the Kern Community College District Board of Trustees, the California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States. The president shall have the authority to delegate areas of responsibility as permitted by law and policies of the Kern Community College District Board of Trustees. The president directs Bakersfield College's academic affairs, student services, foundation, marketing and public relations, maintenance and operations, and institutional research.

Executive Vice President, Academic Affairs and Student Services

The executive vice president of academic affairs and student services is the chief instructional officer and chief student services officer for Bakersfield College and reports directly to the Bakersfield College president. The executive vice president



of academic affairs and student services is responsible and accountable for effective leadership and direction in relation to all elements of college academic affairs and student services, including all instructional programs and curricula, student services learning support services, instructional technology, enrollment management, and community and workforce development. The executive vice president of academic affairs and student services serves as the accreditation liaison officer.

Director, Marketing and Public Relations

The director of marketing and public relations is the public information officer for Bakersfield College and reports directly to the Bakersfield College president. The director of marketing and public relations is responsible for administrative leadership in and accountable for all internal and external communications, public relations, public information, publications, and social and new media. The director of marketing and public relations is also responsible for strategic communications efforts and planning.

Director, Institutional Research and Planning

The director of institutional research and planning is Bakersfield College's primary source for meaningful research for use in planning and assessment and reports directly to the Bakersfield College president. The director of institutional research and planning is responsible for the development and dissemination of analytical data related to academic, student, administrative, and development programs, data supportive of strategic planning, accreditation activities, enrollment trends, and required federal and state reports, research, design, analysis, and trend monitoring for institutional decision-making. The director of institutional research and planning is responsible for facilitating the development and continued refinement of the Educational Master Plan and Strategic Plan.

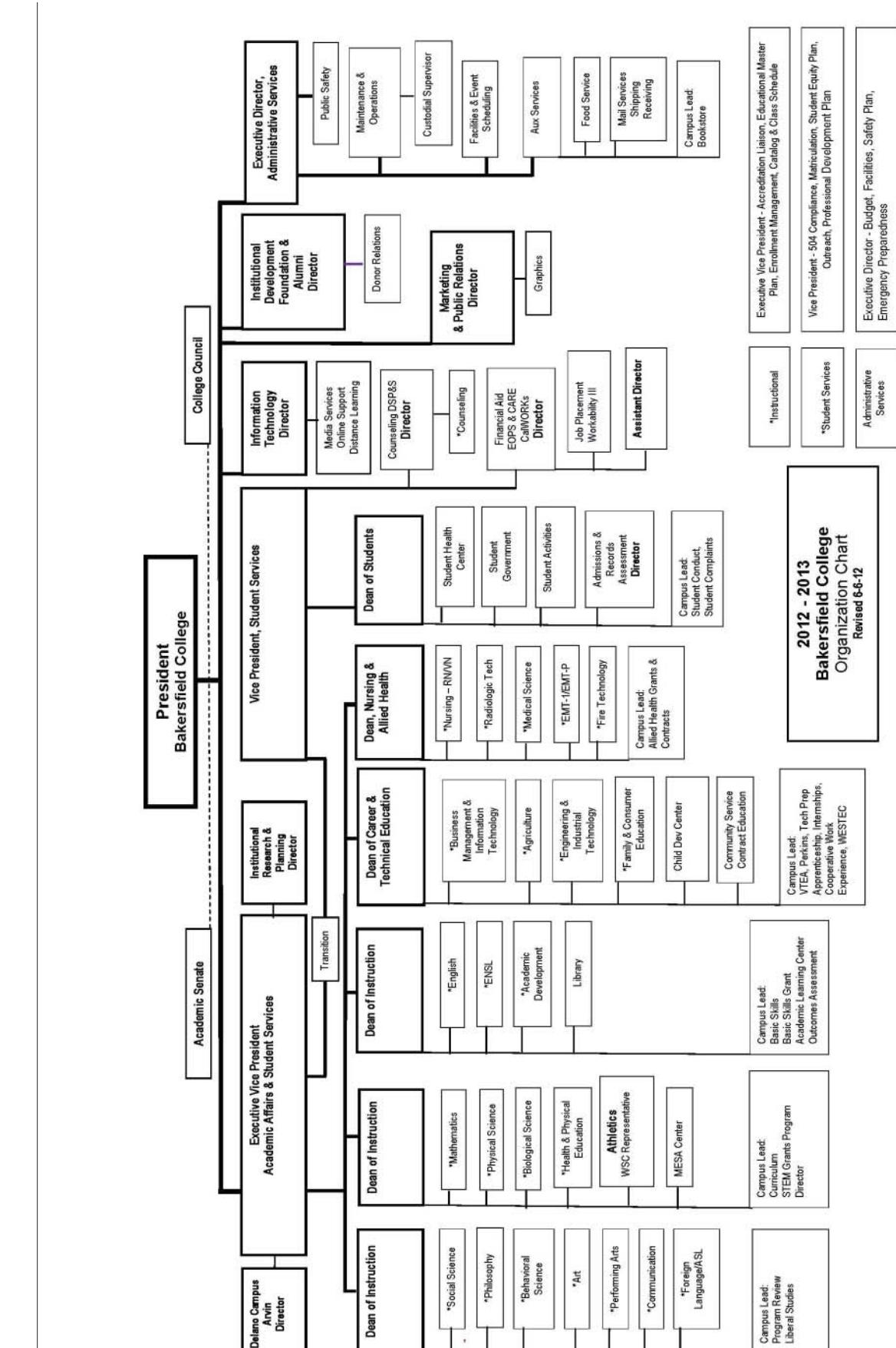
Director, Foundation and Institutional Development

The director of foundation and institutional development is the chief executive officer of the Bakersfield College Foundation and reports directly to the Bakersfield College president. The director of foundation and institutional development plans, directs, and develops a comprehensive advancement program among alumni, the community, corporate donors, and individual friends of Bakersfield College; develops method and systems to provide for private corporate and foundation development, corporate giving, estate gifts, annuities and trust funds, and other methods of support for Bakersfield College; oversees foundation fund raising activities; and plans all donor, corporate and foundation contracts. The director, foundation and institutional development develops procedures and oversees all gifts, donations, and funds generated by any college unit, and coordinates private grant prospecting and participates, when appropriate, with public grant applications and/or administration.

Executive Director, Administrative Services

The executive director of administrative services, reports directly to the Bakersfield College president to provide fiscal and financial assistance and manage the business and auxiliary functions including college level budget preparation and administration, maintenance and operations, public safety, bookstore, food service, printing, graphics, and mail room.





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Page 35





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Page 36

Accreditation Standard Responsibility Functional Map

The Bakersfield College/Kern Community College District Functional Map is meant to demonstrate how Bakersfield College and the Kern Community College District manage the distribution of responsibility by function as it pertains to the accreditation standards. It is based on the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of Accrediting Commission of Community and Junior Colleges/Western Association of Schools and Colleges.

In winter 2011 a method of reporting the relationship between the Kern Community College District and college as it pertains to the accreditation standards was developed as part of Bakersfield College's self evaluation process. A number of different functional map models used by other multi-college districts in self study reports were reviewed and assessed; the model used by Modesto Junior College in its 2011 Self Study was identified as the best representation of the distribution of responsibility.

The Function Map includes indicators that depict the level and type of responsibility as follows:

- P-Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.
- S-Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.
- SH-Shared Responsibility: Shared responsibility indicates that the Kern Community College District and Bakersfield College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at Bakersfield College and at the Kern Community College District). This leadership may include design, development, implementation, assessment and communication processes.
- N/A-Responsibility Not Applicable: In cases where neither the Kern Community College District nor Bakersfield College has such responsibility, for example, Standard IIA8, concerning offering courses in foreign locations.



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

	<i>College</i>	<i>District</i>
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	SH	SH
3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution's mission is central to institutional planning and decision making.	P	S

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

	<i>College</i>	<i>District</i>
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.	P	S



2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S	
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S	
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S	
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S	
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S	
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S	



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S



2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S	
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S	
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S	
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S	
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	P	S	
e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S	



	f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.	P	S
	g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.	P	S
	h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
	i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3.	The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:	P	S
	a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S



b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S	
c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S	
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S	
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S	
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.	P	S	



<p>a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	P	S
<p>b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</p>	P	S
<p>c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.</p>	P	S
<p>7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.</p>	SH	SH
<p>a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</p>	P	S
<p>b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.</p>	P	S



c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S	
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A	
B. Student Support Services The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.			
	<i>College</i>	<i>District</i>	
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S	
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:	P	S	
a. General Information <ul style="list-style-type: none"> • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution • Educational Mission • Course, Program, and Degree Offerings • Academic Calendar and Program Length • Academic Freedom Statement • Available Student Financial Aid • Available Learning Resources • Names and Degrees of Administrators and Faculty • Names of Governing Board Members 	P	S	



	b. Requirements • Admissions • Student Fees and Other Financial Obligations • Degree, Certificates, Graduation and Transfer	P	S
	c. Major Policies Affecting Students • Academic Regulations, including Academic Honesty • Nondiscrimination • Acceptance of Transfer Credits • Grievance and Complaint Procedures • Sexual Harassment • Refund of Fees	P	S
	d. Locations or publications where other policies may be found.	P	S
3.	The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
	a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
	b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
	c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
	d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
	e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S



<p>f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.</p> <p>The institution publishes and follows established policies for release of student records.</p>	P	S
<p>4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</p>	P	S

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
<p>1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.</p>	P	S
<p>a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.</p>	P	S
<p>b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.</p>	P	S



	c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
	d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
	e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2.	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	S	P
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	S	P



	b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	S	P
	c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
	d. The institution upholds a written code of professional ethics for all of its personnel.	S	P
2.	The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	P	S
3.	The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a.	The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b.	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
4.	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	S	P



a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	S	P	
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	S	P	
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	S	P	
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	SH	SH	
a. The institution plans professional development activities to meet the needs of its personnel.	P	S	
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S	
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S	
B. Physical Resources			
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness.			
Physical resource planning is integrated with institutional planning.			
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH	
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	SH	SH	



2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	SH	SH
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	SH	SH
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	SH	SH
C. Technology Resources Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.		
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH



e. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH
D. Financial Resources		
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
1. The institution relies upon its mission and goals as the foundation for financial planning.	SH	SH
a. Financial planning is integrated with and supports all institutional planning.	SH	SH
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	SH	SH
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	SH	SH
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	SH	SH



	a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
	b. Appropriate financial information is provided throughout the institution.	SH	SH
	c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.	S	P
	d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
	e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.	SH	SH
	f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	SH	SH
	g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.	SH	SH
3.	The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.	SH	SH



Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S



3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	S	P
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S
<p>B. Board and Administrative Organization</p> <p>In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and colleges.</p>		
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P



a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	S	P	
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P	
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P	
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P	
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.	S	P	
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	S	P	
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	S	P	
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	S	P	
i. The governing board is informed about and involved in the accreditation process.	S	P	



<p>j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of colleges.</p>	S	P
<p>2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</p>	P	S
<p>a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.</p>	P	S
<p>b. The president guides institutional improvement of the teaching and learning environment by the following:</p> <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S



c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S	
d. The president effectively controls budget and expenditures.	P	S	
e. The president works and communicates effectively with the communities served by the institution.	P	S	
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of colleges. It establishes clearly defined roles of authority and responsibility between colleges and the district/system and acts as the liaison between colleges and the governing board.	S	P	
a. The district/system clearly delineates and communicates the operational responsibilities and functions of district/system from those of colleges and consistently adheres to this delineation in practice.	S	P	
b. The district/system provides effective services that support colleges in their missions and functions.	S	P	
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of colleges.	S	P	
d. The district/system effectively controls its expenditures.	S	P	
e. The chancellor gives full responsibility and authority to the presidents of colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of colleges.	S	P	
f. The district/system acts as the liaison between colleges and the governing board. The district/system and colleges use effective methods of communication, and they exchange information in a timely manner.	S	P	



<p>g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</p>	S	P
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Off Campus Sites

Bakersfield College operates off campus instruction at Delano Campus, 30 miles north of Bakersfield, the Weill Institute in downtown Bakersfield, and the Fire Training Center in northwest Bakersfield. Evening courses are operated at Arvin High School, 23 miles to the south, and Stockdale High School in southwest Bakersfield. Bakersfield College also offers a variety of online, television and interactive courses.

In order to better meet the needs of students and stakeholders, and to relieve long-term pressure on the Panorama Campus, Bakersfield College purchased 235 acres of land northwest of Bakersfield, and 126 acres of land south of Bakersfield. California's uncertain economic climate has these campus expansion plans on indefinite hold.





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Page 62

D. Certification of Continued Institutional Compliance with Eligibility Requirements

Bakersfield College was awarded reaffirmation of accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges in fall 2006. Bakersfield College completed its self-evaluation in October 2006 and undergoes a comprehensive site visit in the fall of 2012. Bakersfield College will continue to meet its eligibility requirements in the following areas:

1. *Authority*

Bakersfield College is authorized to operate as a degree granting institution by all appropriate governmental organizations and agencies as required by each of the jurisdictions in which it operates. Bakersfield College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is part of the California Community College system.

2. *Mission*

The Bakersfield College mission statement update was approved by the Kern Community College District Board of Trustees at their June, 2008 meeting and reviewed and updated again in spring 2012.

3. *Governing Board*

Bakersfield College is governed by the Kern Community College District Board of Trustees that ensures the institution adheres to and carries out its mission. The distance education courses offered by Bakersfield College have gone through appropriate approval processes by the Kern Community College District Board of Trustees.

4. *Chief Executive Officer*

A chief executive officer is appointed by the Kern Community College District Board of Trustees. The current interim chief executive officer and Bakersfield College president is Nan Gomez-Heitzeberg.

5. *Administrative Capacity*

Bakersfield College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose, including the full support of distance education courses.

6. *Operational Status*

Bakersfield College is operational with students actively pursuing degree programs, including those courses offered in a distance education modality.

7. *Degrees*

A substantial portion of Bakersfield College's educational offerings are programs that lead to degrees.

8. *Educational Programs*

Bakersfield College's principal degree programs are congruent with its mission, are based on recognized higher education fields of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. Distance education courses follow the same approval and evaluation processes as other courses offered by Bakersfield College, and therefore they conform to these same principles.

9. *Academic Credit*

Bakersfield College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. All Bakersfield



College departments have student learning outcomes regardless of the method of delivery.

10. *Student Learning and Achievement*

Bakersfield College has developed, implemented, assessed, and published student learning outcomes at the course, program, and institutional levels. The same student learning outcomes are in place regardless of the mode of instruction.

11. *General Education*

Bakersfield College defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

12. *Academic Freedom*

Bakersfield College faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/education community in general.

13. *Faculty*

Bakersfield College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support the institution's educational programs. Full-time faculty is represented in comparable numbers in all modes of instruction.

14. *Student Services*

Bakersfield College provides a wide range of student services that support student learning and development within the context of its mission.

15. *Admissions*

Bakersfield College has adopted and adheres to admission policies consistent with the Bakersfield College mission.

16. *Information and Learning Resources*

Bakersfield College provides access to sufficient information and learning resources and services to support its mission and all instructional programs including those offered in a distance education modality.

17. *Financial Resources*

Bakersfield College operates within the Kern Community College District funding allocation formula to adequately support its mission and to ensure financial stability.

18. *Financial Accountability*

The Kern Community College District annually undergoes an external financial audit by a certified public accountant on each of the Kern Community College District colleges and makes that audit available.

19. *Institutional Planning and Evaluation*

Bakersfield College has utilized an extensive annual program review process. The information from these reviews is made public. Institutional planning and review are part of the ongoing evaluative responsibilities of the newly named, Program Review Committee, formerly the Institutional Effectiveness Committee. Data from assessment plans, annual program reviews, and Information Systems and Instructional Technology Committee plans are used to inform budget decisions.

20. *Public Information*

Bakersfield College provides a catalog for its constituents with precise, accurate, and current information. The catalog includes all information required by the Accrediting Commission, such as Bakersfield College's official name, address, and telephone number; the vision, mission, and core value statements; all course, program and degree offerings; the academic calendar and program



length; available student financial aid; available learning resources; the names and degrees of administrators and faculty; and the names of the members of the Kern Community College District Board of Trustees. Requirements for admission, student fees and other financial obligations, and degree, certificate, graduation, and transfer requirements are also described in the catalog. Policies on academic honesty and other academic regulations, nondiscrimination, acceptance of transfer credit, grievance and complaint procedures, sexual harassment, and refund of fees are provided to students through the catalog. Up-to-date information may also be found on the Bakersfield College website and the Kern Community College District website.

21. Relations with the Accrediting Commission

The Kern Community College District Board of Trustees provides assurance that Bakersfield College adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. This Institutional Self Evaluation Report is submitted in light of our commitment to remain in compliance with the policies of the Commission.



E. Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and Correspondence Education

In order to meet changing student needs, Bakersfield College offers distance education courses in a variety of modalities, both synchronous and asynchronous. Bakersfield College does not offer any courses in the correspondence education modality.

Bakersfield College meets the requirements of the Policy on Distance Education and Correspondence Education through the following means:

1. Distance education courses at Bakersfield College are developed by faculty and chairs through the existing curriculum development and approval process. Distance education courses must align with the Bakersfield College mission and meet the same standards as face-to-face courses. Each distance education course is sent through the curricUNET approval process with the addition of a vetting by the Distance Education Subcommittee of the Curriculum Committee. This subcommittee evaluates each distance education course to determine acceptable student contact levels, and Americans with Disabilities Act compliance.
- Bakersfield College is making a good faith effort to comply with the new State Authorization Policy. Extended Learning and the dean of learning resources developed a plan to gain the needed authorization, and the director of research analysis and reporting of the Kern Community College District developed a process to determine the locations of online students in the Operational Data Store database. The dean of learning resources has contacted the states where Bakersfield College students reside, and authorization has been completed in several. This process will continue.
- All distance education courses at Bakersfield College must have the same student learning outcomes as the face-to-face sections of the same course. These student learning outcomes may have differing assessment methods due to the modality, but these assessment methods must be approved for validity by the departmental faculty. Both distance education and face-to-face assessment results are included in discussions for each course and program. These discussions are the basis for budgetary and structure changes requested in Annual Program Reviews.
- Bakersfield College establishes that the student who registers for a distance education course is the same person who participates through the use of a secure student login and password system through the course management system, Moodle. In addition, Bakersfield College has an updated Proctoring Exam policy for distance education courses and instructors are directed to inform students of both that policy and the Bakersfield College Student Honesty policy at the onset of the course.
- In order to ensure adequate student/faculty interaction, Bakersfield College has developed a Regular, Effective Contact policy. This policy was developed in 2009 and approved by the Academic Senate in 2010. Again, instructors have been informed of this policy and asked to familiarize their students with the policy at the beginning of the course.
- In spring 2011, an Online Student Drop policy was developed, providing standards to determine when a student has stopped participating in an online course resulting in the expectation that the instructor will drop the student. This policy was approved by the Academic Senate in spring 2011, and faculty members were informed directly after approval.



- In fall 2011, a survey was sent to online faculty, asking for information on the awareness and implementation of the above policies as well as Americans with Disabilities Act requirements for online courses. According to this survey, the only area of weakness in adhering to these policies was in Americans with Disabilities Act comprehension and compliance. This led to the development and presentation of both face-to-face and online Americans with Disabilities Act compliance workshops for faculty.
- In fall 2011, Bakersfield College submitted a Substantive Change Report to gain approval for the 91 programs and certificates that had moved beyond the 50 percent distance education threshold. These programs include:

Agriculture Business Management-AA, AS
 Animal Science-AA, AS
 Forestry-AA, AS
 Horticulture-AA
 Environmental Horticulture-AA, AS
 Plant Science-AA, AS
 Anthropology-AA
 American Sign Language-AA
 Architectural Drafting-AA
 Architecture/Architectural Drafting-AS
 Art-AA
 Industrial Technology, Automotive Option-AS
 Biology-AS
 Accounting-AA
 Administrative Office Assistant-AA
 Bookkeeping-Certificate of Achievement
 Business Administration-AA
 Marketing-AA
 General Business Job Skills-Certificate
 General Management Job Skills-Certificate
 Marketing-Certificate of Achievement
 California Real Estate-AA, Certificate of Achievement
 Retail Management-Certificate of Achievement
 Chemistry-AS
 Chicano(a) Latino(a) Studies-AA
 Assistant Teacher Job Skills-Certificate
 Associate Teacher Job Skills -Certificate
 Child Development Teacher-Certificate of Achievement
 Master Teacher, Infant and Toddler-Certificate of Achievement
 Master Teacher, Special Education-Certificate of Achievement
 Child Development and Family Relations, AS
 Communication, AA
 Computer Information Systems-AA, AS, Certificate of Achievement
 Computer Science-AS, Certificate of Achievement
 Web Development-AS, Certificate of Achievement
 Industrial Technology, Construction Option-AS
 Correctional Administration-AA
 Criminal Justice-AA
 Economics-AA
 Engineering-AS
 Engineering Technology-AS
 English-AA



Fire Technology-Certificate of Achievement
Digital Arts-AA
Industrial Technology/Electronics Option-AS
Child Nutrition Program Management-AS
French-AA
Fire Technology-AA, AS
Wildland Fire Technology-AS
Food Service Management-AS
Culinary Arts-AS
Geology-AS
History-AA
Human Services-AA, AS
Industrial Drawing-AA
Industrial Technology/Control Systems Technology-AS
Industrial Technology/Industrial Drawing-AS
Industrial Technology/Manufacturing Technology-AS
Industrial Technology (General)-AS
Industrial Technology/Welding-AS
Industrial Technology/Woodworking and Cabinetmaking-AS
Journalism-AA
Liberal Arts-AA
Mathematics-AA
Music-AA
Registered Nursing-AS
LVN to the Associate Degree Nurse-AS
Licensed Vocational Nursing-Certificate of Achievement
Philosophy-AA
Physical Education-AA
Physics-AS
Political Science-AA
Political Science/Domestic Policy-AA
Political Science/International Relations-AA
Psychology-AA
Radiologic Technology-AS
Sociology-AA
Spanish-AA
Theater Arts-AA

Policy on Institutional Compliance with Title IV

Bakersfield College meets all requirements of the Accrediting Commission of Community and Junior Colleges Policy on Institutional Compliance with Title IV. As stated in Section K of the Program Participation Agreement, Bakersfield College:

- Divides the functions of determining student awards and disbursing of funds based on those award decisions.
- Submits required annual financial aid audits and annual federal student financial aid compliance audits on time.
- Utilizes the electronic processes required by the Secretary.

In addition, Bakersfield College uses the following policies, procedures and processes to ensure compliance:

- Procedures that ensure frequent, periodic reconciliation of fiscal office and financial aid office award data.



- A system of internal checks and balances for administering federal student financial aid that meets federal requirements.
- A system to identify and resolve discrepancies in information we receive from various sources about a student's financial aid application.
- A policy that meets federal regulations for requiring satisfactory academic progress for recipients of financial aid.
- Procedures that ensure that requests for federal cash do not exceed the amount of funds immediately needed for disbursement.
- A policy that meets federal regulations for returning Title IV funds upon student withdrawal from classes.
- A process to insure the obtaining of the necessary approvals from the Department for expanding or re-establishing institutional eligibility.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Bakersfield College works diligently to assure accurate information to the public. To do so, Bakersfield College is careful not to assure employment unless employment arrangements have been made and can be verified; misrepresent job placement and employment opportunities for graduates; misrepresent program costs; misrepresent abilities required to complete intended program; or offer to agencies or individual persons money or inducements other than educational services of the institution in exchange for student enrollment. Finally, awards of privately endowed restricted funds, grants or scholarships are to be offered only on the basis of specific criteria related to merit or financial need. Verification of these standards is maintained through the office of the executive vice president of academic affairs and student services.

Because Bakersfield College is an open enrollment institution, Bakersfield College does not actively recruit students nor employ staff recruiters.

Bakersfield College has an accurate accreditation statement printed in the catalog:

"Bakersfield College, approved by the Chancellor of the California Community Colleges, is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, California, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. It meets all standards of the California State Department of Education and is listed in the Education Directory, Higher Education, Part 3, published by the United States Office of Education. The University of California, the California State University System, and other colleges and universities give full credit for appropriate courses completed at Bakersfield College."

Policy on Institutional Degrees and Credits

Bakersfield College conforms to the commonly accepted minimum semester program length of 60 hours. Bakersfield College also has and applies written policies and procedures for determining a credit hour that meet generally accepted expectations.

Policy on Integrity and Ethics

The Kern Community College District Code of Ethics, with appropriate sanctions for violations, was presented to the governing board in May 2008 and adopted in June 2008. Additional policies, processes, and training were developed to help introduce the Code of Ethics to employees. Training on the Kern Community College District Code



of Ethics is provided through the Human Resources Department. The Code of Ethics is discussed during Law Day held at the Kern Community College District office for all managers, providing a review by the Kern Community College District General Council of all of the ongoing legal topics that the Bakersfield College community works with daily. In addition, each new employee is given an orientation including information on EthicsPoint, including a pamphlet and directions to the web location.

Contractual Relationships with Nonregionally Accredited Organizations

Bakersfield College does not lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not so accredited.



F Responses to Recommendations from 2006 Self-Evaluation

Recommendation 1

In order to meet the standard and fully implement the planning processes that Bakersfield College has put into place, the team recommends that Bakersfield College provide training on the various planning processes, including use of data in unit planning and program review, and set an implementation timeline that ensures completion of a full cycle of planning and broad-based evaluation (Standard I.B.6 and I.B.7).

Abridged Response from the Midterm Report

A campus workgroup identified nine College wide planning processes, developed an implementation timeline for 2007–2008, and assessed the need for training in planning processes. The workgroup developed and implemented workshops which guided the departments and programs in how to complete their program reviews, unit plans, and assessment plans. Standardized program review forms were revised and a Program Review Handbook was developed as a resource.

The Office of Institutional Research and Planning provided training materials and one-on-one sessions on how to access data through the Kern Community College District Operational Data Store system in order for deans and department chairs to better track trends in enrollment management, student retention, and student success. In addition, the office developed an Operational Data Store Reference Guide which was evaluated and updated.

The Budget and Planning Group, an ad hoc committee of the Academic Senate, addressed a budget component of the unit plan development process and designed a worksheet that included assessment of all budget components.

Continued Progress toward Completion of Recommendation

Bakersfield College is committed to fully implementing planning processes that include evaluation and are supported by data within an established timeline. To that end, the Planning Processes and Implementation Timeline for 2011–2012 identified and scheduled eleven planning processes as Bakersfield College continues to identify and assess students' changing needs.

The Decision Making Task Force—made up of representatives from across the campus—created the Decision Making Document in 2009–2010. This document contains an outline of the decision processes at Bakersfield College and the major college documents, such as standing committee charges. Representatives of the Decision Making Task Force then educated the Bakersfield College community about the decision making process at Bakersfield College through presentations to the Kern Community College District Leadership Academy and Staff Development workshops.

In addition to this overarching document, Bakersfield College's College Council created a College Goals work group comprised of College Council members. The group created a survey addressing these goals and gathered information on activities within the departments as they completed the goals within their areas. The goal development also incorporated the draft version of the Kern Community College District's strategic initiatives as well as actionable improvement plans, Annual Program Reviews, Budget Committee criteria, and Committee Co-Chairs Reports review of data. Based upon



the previous goal development in spring 2011 and the goals development in spring 2012, the work group made four recommendations to College Council, and the goal development process folded into the strategic planning process.

Bakersfield College focuses on decision making and goal development, as well as budget allocation and decisions. Budget managers were trained in planning, maintenance, and responsibility. Then, to expand education of all staff about the budget allocation process from the state and District to Bakersfield College, the Kern Community College District chief financial officer made a presentation to Bakersfield College in March 2011. The newly established Budget Committee developed the Bakersfield College Budget Decision Criteria in spring of 2011 for those making budgetary recommendations.

Another important development in the planning and evaluation process was the creation of the Accreditation Steering Committee. This committee is a standing governance committee which includes student, classified, faculty, and administration members; this committee played a critical role in the reevaluation of the program review process.

Also, because program review is the foundation of any college, the program review process has been updated. Instead of Unit Plans and Program Review forms, a new Annual Program Review form and process began fall of 2011. The new Annual Program Review has a link to an online evaluation form, so assessment of the process is ongoing. Also, the new Annual Program Review is coordinated with the Budget Development Committee for personnel and equipment requests. In addition to the new Annual Program Review, a new Integrated Program Review will be implemented. While it is still in the developmental stage, the concept is that every six years, units encompassing multi-discipline areas such as Basic Skills will be evaluated; Bakersfield College is hopeful that units comprised of groups from across campus that don't regularly meet will find commonalities and share information and techniques used in order to adapt to our ever-changing student needs.

Recommendation 1 is fully met.

Recommendation 2

In order to meet the standard and to maintain quality and implement program and service improvements, the team recommends Bakersfield College expand its efforts to implement, and assess student learning outcomes at the program and institutional levels (Standard II.A.1, II.A.3, II.B, II.B.4 AND II.C).

Abridged Response from the Midterm Report

Bakersfield College continues its work on student learning outcomes and Assessment. In fall, 2004, student learning outcomes were included in the official course outline, and program level outcomes and assessment plans were included in the annual unit plans and Educational Master Plan in 2006, with the first full assessment cycle plans implemented in 2008–2009. Administrative unit outcomes were introduced in 2006, and noninstructional units began program assessment plans using administrative unit outcomes in 2007. Institutional Level Outcomes were developed in 2006, and General Education Outcomes were approved by the Academic Senate in 2007. A multi-year plan was developed to assess one General Education Outcome each year, and in spring 2009, Oral Communication was assessed. The Assessment Committee determined that the assessment methodology was too cumbersome to continue and decided to research other methodology.



Continued Progress toward Completion of Recommendation

Bakersfield College continues to implement strategies to better develop and assess student learning outcomes at the course, program, and institutional levels. An Assessment Module is under development in curricUNET and will house all assessment course and program level data in the future.

Course Level: Bakersfield College has adopted the curricUNET program for curriculum development, and student learning outcomes and assessment are included in the process. Each course that goes through the curriculum review or approval process must include student learning outcomes in the Course Outline of Record. Faculty is given a Course Level Assessment Plan rubric to inform them of the required elements in an assessment plan. Student learning outcomes are reviewed and evaluated by a team of trained members of the Curriculum Committee.

Program Level: Each instructional and noninstructional unit at Bakersfield College completes an Assessment Plan in April. These plans include their program level student learning outcomes or administrative unit outcomes, the method to assess the student learning outcomes/administrative unit outcomes, and the results and subsequent unit decisions. Training for these plans is provided by the faculty and administrative co-chairs of the Assessment Committee and is completed through workshops, presentations, and website posting, along with a rubric to be used to determine the inclusion of required elements. In academic year 2010–2011, 100 percent of instructional units and 100 percent of noninstructional units completed a program level assessment plan. Both instructional and noninstructional Program Level Assessment Plans included student learning outcomes or administrative unit outcomes, assessment methods, results, and decisions and changes based upon those results. Data from Assessment Plans is used in the new Annual Program Review system; the results and improvement plans are used in budget-making decisions annually. A new Assessment Module is currently under construction in curricUNET, with the goal of housing the course and program level assessment plans and streamlining the process.

Institutional Level: In 2011, the Assessment Committee developed a new, less cumbersome method to evaluate General Education Outcome student artifacts and determine if courses were meeting the stated General Education Outcome. General Education Outcome A2, Written Communication, was chosen to be evaluated. Members of the Assessment Committee and General Education Subcommittee met with representatives of the English Department and reviewed its method of assessing General Education Outcome A2 and the subsequent results and departmental decisions. The Assessment Committee and General Education Subcommittee members came to a unanimous decision that the English Department met the corresponding General Education Outcome. The Assessment Committee voted to continue their method of General Education Assessment in the summer of 2012 and will evaluate General Education student artifacts from courses meeting General Education Outcome B1 and 2—Physical Universe and Life Forms. Departments will be informed of their involvement in this evaluation in fall 2011 and the assessment will take place in summer 2012.

In summer 2011, Assessment co-chairs met and reviewed the qualitative data from all program level assessment plans for 2010 and 2011, looking for themes. It was determined that one theme—the lack of student engagement—occurred most frequently. In fall 2011, the first Bakersfield College Think Tank was developed, providing faculty, staff, and administrators the opportunity to discuss and research this issue with the goal of developing a project to impact the issue in spring 2012.



Participants also used data from the Community College Survey of Student Engagement survey completed in 2011 to determine areas of most need, and the Community College Survey of Student Engagement benchmark of Student Effort was chosen as the most effective emphasis for the project.

In order to continue to improve the institutional dialog about assessment, the Assessment Committee sponsored an Assessment Week and an Assessment Reception. The Assessment Week occurred in spring of 2011 and consisted of Professional Development workshops on assessment issues, including both focused workshops on subjects such as Rubrics and general, overview workshops on assessment. These workshops were conducted by campus experts in each field. In addition, an on campus activity that gave a slice of pizza to students who could cite the student learning outcomes of one of their courses encouraged student dialogue about assessment. Students were also interviewed on video and results were evaluated by the Assessment Committee. The Assessment Reception, called "Jazzed about Assessment" featured displays from most departments detailing results and improvements made through their assessment processes. This reception was held at the end of the spring semester in an open environment that encouraged discussion among units about what they did and what they learned. Participants were also asked questions regarding their departments and desired assessment trainings. These data were used to inform assessment trainings the following year. Responses about assessment activities were elicited during both Assessment Week and the "Jazzed about Assessment" reception, and these data are being used to plan subsequent workshops and a second reception in spring of 2012.

Recommendation 2 is fully met.

Recommendation 3

In order to meet the standard and ensure a coordinated and integrated approach to achieving the goals and priorities adopted by the governing board, the team recommends the Kern Community College District Strategic Plan be used to direct Bakersfield College's strategic focus and Educational Master Plan (Standard II.A, II.B and II.C).

Abridged Response from the Midterm Report

In September 2006, the Kern Community College District Strategic Plan was approved by the Board of Trustees. Utilizing this document, Bakersfield College developed the Renegade 2012 Plan; College Council reviewed and accepted the plan in spring 2008. This document linked College initiatives with various aspects of the Kern Community College District and state plans and provided direction to the campus in its efforts to integrate services, goals, and objectives. The Renegade 2012 Plan was also the framework for the development of the Bakersfield College goals for the 2009–2010 academic year.

Continued Progress toward Completion of Recommendation

In 2009, the Renegade 2012 Plan was renamed the Action 2012 plan and seven implementation teams were formed around the seven initiatives. These seven teams made recommendations to the president regarding future activities to meet the initiatives. The recommendations were evaluated; a number were completed and progress was made on the remainder.

In February 2011 the Kern Community College District initiated the process to review and update the Kern Community College District Strategic Plan. The Strategic Planning Workgroup (SPWG), consisting of faculty, classified and confidential staff, college



administrators including all three presidents, District administrators, and one student, participated in a wide range of activities to develop a valid and useful Strategic Plan. These activities included external and internal scans; analyzing the results of the three surveys; determining the critical issues and turning them into goals; and assuring that the objectives were measurable. In addition, the SPWG proposed a new District wide planning cycle that is aligned with the accreditation cycle, and a District wide planning process wherein the colleges develop operational plans linked to District wide strategic plan along with strategies and action plans.

District Wide Plan Development: In the spring of 2011, the Kern Community College District began strategic planning efforts with a group of representatives from each of the colleges and district office to review and critique the existing strategic plan. The group proposed a three-year planning cycle aligned with the accreditation self-evaluation and mid-term cycle that focuses on student success and outlines specific goals and objectives over a six-year period. As the Kern Community College District wide review of the proposed strategic plan began in the summer of 2011, the chancellor called for a Student Success Outcomes Workshop, again with representatives from each of the colleges and district office, with the goal of defining student success. This resulted in a list of agreed upon student success criteria along with institutional, program and course level indicators. Based on this information, the Kern Community College District Strategic Planning Working Group, along with other key constituency leaders, reviewed and refined each of the objectives to include specific and measurable outcomes. The Board of Trustees adopted the plan in November 2011.

Bakersfield College Goals: Bakersfield College's College Council College Goals Work Group developed 2011–2012 Bakersfield College Goals in spring 2011. The process included consideration of strategic plan (known as Renegade 2012) strategic initiatives: Student Excellence, Communication, Oversight and Accountability, Fiscal Responsibility, Facilities, Image and Linkages. The goal development included review and analysis of the Kern Community College District Strategic Plan, focus group of all campus constituents (students, classified, faculty and administration, as well as various departments), a college goals campus wide survey, review of comparable college goals, and feedback from College Council and Academic Senate.

Development of the 2012–2013 Bakersfield College Goals used the same process, with additional considerations: Actionable Improvement Plans, Annual Program Reviews, Budget Committee criteria discussions, Committee on Committees Reports review of data from a college goals survey. Based upon the previous goal development in spring 2011 and the goals development spring 2012, the work group moved forward with four recommendations to College Council:

- **Recommendation 1:** The goals should be established every three-year as part of the Bakersfield Strategic Planning process.
- **Recommendation 2:** The goals should be accompanied by measurable objectives.
- **Recommendation 3:** Progress on the objectives should be monitored by the Accreditation Steering Committee which should provide an annual report to College Council.
- **Recommendation 4:** The objectives should be reviewed annually by College Council in order to identify progress, and if needed, set new objectives.

College Council approved these recommendations spring 2012. Additionally, the goal development process folded into the strategic planning process.



Bakersfield College Strategic Plan Development: The Bakersfield College Strategic Plan Work Group (SPWG) formed in spring 2012 and drew from various college activities to develop the strategic plan. The values, vision, and mission section uses the work of the subcommittee on Standard I.A. of the Accrediting Commission of Community and Junior Colleges standards. In addition, the Bakersfield College Goals subgroup of College Council had been working to develop goals for 2012–2013; they recommended a three-year cycle based on their research and the Bakersfield College Goals survey. Finally, SPWG developed a survey on college values, vision, and mission. SPWG used the survey results to craft recommended value, vision, and mission statements for College Council and Academic Senate review. The strengths, weaknesses, opportunities, threats analysis drew from several sources, including the Self Evaluation Actionable Improvement Plans developed in the accreditation process, the Annual Program Review trends, Committee Co-Chairs reports, district and college climate survey questions, and Community College Survey of Student Engagement/Community College Faculty Survey of Student Engagement results. The internal and external scans included information compiled for state reporting purposes, the accreditation process, and the Kern Community College District strategic planning process. Finally, as part of the strategic planning and college goals development process, SPWG developed measurable objectives and key performance indicators for each strategic goal.

Recommendation 3 is fully met.

Recommendation 4

In order to meet the standards, the team recommends Bakersfield College develop and articulate an institutional strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes. In addition, Bakersfield College should develop a system to provide information on programs, finances and these processes on a continuous basis to planning participants (Standard II.A, II.B, II.B.1, II.B.3, II.C, II.C.1.c and III.D).

Abridged Response from the Midterm Report

When the Midterm Report of October 15, 2009 was submitted, Bakersfield College was using Unit Plans and Program Reviews as primary tools to record the activities and changes in programs and services. These documents were used in conjunction with the Educational Master Plan. Bakersfield College acknowledged that links between program planning, subsequent requests, and actual budget decision were unclear; consequently, steps were taken to improve these connections.

The first step was to revise Bakersfield College's strategic planning process by developing a new strategic plan. In December 2007, consultants were hired to help create a document that was initially called Renegade 2012. After subsequent development and implementation the document was renamed Action 2012. This document, created out of surveys and data collected through group meetings and roundtable discussions, identified seven key areas for further analysis: student excellence, communication, oversight and accountability, fiscal responsibility, facilities, image, and linkages. These areas became seven initiatives for the strategic plan that integrated all aspects of planning.

To implement the strategic plan, work groups comprised of faculty, classified staff, and students turned initiatives into action items to guide the campus planning for years to come. Work groups comprised of faculty, classified staff, students, and administrators



formed, and began meeting in fall 2008, making reports of their findings and recommendations at the end of spring 2009.

In addition to the strategic plan work, Bakersfield College's College Council underwent substantial changes. After review at the beginning of 2009, College Council was reformulated into a smaller, better balanced membership with a clear, concise goal. The new Council held its first meeting in February 2009. The Charge of Bakersfield College's College Council emphasizes communication between constituents and the Bakersfield College president as a means to develop recommendations on decisions for College wide issues such as budget, planning, and facilities. Members of Bakersfield College's College Council are conduits of information to and from the groups they represent and are expected to communicate regularly with their constituent groups.

In May 2009, College Council finalized College goals based on the seven initiatives of the Renegade 2010 Plan. They prepared a draft of a decision making document for review in spring 2010. A pilot Budget and Planning Group developed an evaluation process of the unit plan budget component. Unit Plans were updated, and budget change forms were developed.

Continued Progress toward Completion of Recommendation

In fall 2010, College committees solicited volunteers for the Accreditation Steering Committee, formed in order to embed the idea of accreditation as an ongoing process instead of an event for Bakersfield College. According to its philosophy statement, this committee, comprised of faculty, classified, students, and administrators, "promotes institutional accountability. The Accreditation Steering Committee fosters linkages between major planning and budgeting processes. The Accreditation Steering Committee uses evidence gathered by the Bakersfield College community to identify areas in need of improvement and makes recommendations to the Bakersfield College president and the Bakersfield College community." With this philosophy in the forefront of the members' thinking, they examined the program review process and its links to campus planning, assessment, curriculum and budget processes. As a result of this examination, the Accreditation Steering Committee forwarded recommendations to College Council and Academic Senate.

The Accreditation Steering Committee recommended renaming the Institutional Effectiveness Committee to the Program Review Committee, which more accurately captured the committee's activities. The composition of the Program Review Committee was reexamined and defined. The Accreditation Steering Committee re-envisioned the Annual Program Review process with a more direct connection between planning, curriculum, assessment, and budget. After creating several drafts of their proposal, members of the Accreditation Steering Committee presented it to College Council, Faculty Chairs and Directors Council, Budget Committee, and Academic Senate. With careful consideration and input from all the constituencies and after a number of drafts, the proposed changes were accepted and ratified by College Council and Academic Senate. A subcommittee of faculty, classified staff, and administrators worked over the summer of 2011 to create a new Annual Program Review form that more directly connects planning and curriculum and budget and contains a self-evaluation component as well. That form was introduced fall 2011 and will complete a full cycle spring 2012. At the end of this cycle, the committee will assess the program review process as well.

In addition to the new Annual Program Review forms, the Accreditation Steering Committee has conceptualized a new Integrated Program Review. The committee



proposed the plan as a replacement for the old annual unit plans and the old every six-year program reviews. While the Integrated Program Review is still in the developmental stage, the concept is that every six years, units encompassing multi-discipline areas such as “Basic Skills” will be evaluated. Units comprised of groups from across campus that don’t regularly meet, ideally, will find commonalities and share information and techniques used in order to adapt to our ever-changing student needs, with a different grouping each year.

Bakersfield College has not only instituted changes in program review but also continued with the changes in College Council, especially in the area of communication. Comprised of students, faculty, classified staff, and administrators, Bakersfield College’s College Council, according to its website, “is a collegial consultative body designed to serve the good of Bakersfield College.” In fact, the description continues, “The group facilitates timely, factual, and clear communication between constituents and the President as a means to develop recommendations to the President for decisions on College wide matters, particularly on College goals, planning, budget, facilities, accreditation, and the Decision-Making Document.”

In fall of 2011 each standing committee on campus completed the new College wide Committee Report. Each College wide Committee Report states the make-up of each committee and its goals and accomplishments, with these linked to the Bakersfield College goals. The results of these reports are two-fold: first, College governance committees now have clearly defined purposes so that overlap is minimized; and second, the results of committee work are clearly communicated to all College constituents. These reports are then posted on Bakersfield College’s College Council website for easy access to all.

Also, Bakersfield College created a new Budget Committee. While Bakersfield College once had a Budget and Program Review Committee, the revisions made to program review and College Council necessitated a budget committee revision as well. After careful deliberation with different subcommittees and ad hoc committees continuing the work in the interim, a new Budget Committee was formed in fall 2010. According to its website the committee was created after a task force with faculty, classified staff, and administration representatives developed an initial draft that was improved and approved by College Council and the Academic Senate in the fall 2010 semester. The budget committee, comprised of a balance of constituents focuses on clear goals. For instance, according to their College wide Committee Report for winter 2011, they developed criteria for budget making decisions and have communicated these criteria to the campus for feedback and incorporation into the new Annual Program Review form. The committee plans to design and implement a mechanism that allows for timely College review, input, and modification to the proposed budget before submission to the Board of Trustees.

The development of the Bakersfield College Strategic Plan in spring 2012 helped support the strategic planning framework with linkages between campus planning processes as well as alignment with Actionable Improvement Plans developed during the self-study process and alignment with the Kern Community College District strategic goals. The strengths, weaknesses, opportunities, threats analysis drew from several sources, including the Actionable Improvement Plans, the Annual Program Review trends, Committee Co-Chairs reports, district and college climate survey questions, and Community College Survey of Student Engagement/Community College Faculty Survey of Student Engagement results. The final plan indicates how Bakersfield College goals



align with Actionable Improvement Plans and the Kern Community College District strategic goals in the narrative section and in Appendix A.

Bakersfield College has made great strides in developing links between program review, budget, and planning and continues to do so. With clear goals and mechanisms for reporting and evaluating, the Bakersfield College community has created a better learning environment for the students.

Recommendation 4 is fully met.

Recommendation 5

In order to meet the standard and ensure equitable student access and support at all locations for all delivery methods, the team recommends Bakersfield College evaluate student and learning support services and distance education staffing (Standard IIB.1, II.B.3.a, II.B.3.c, II.B.4, II.c.1 and II.C.1.c).

Abridged Response from the Midterm Report

Through the use of data from Unit Plans and Program Reviews from the Library, Media Services, and Extended Learning, Bakersfield College took strategic steps to provide equitable student access and support for all students, regardless of modality or location. Library services were increased on the Delano Campus and online databases and the collection of e-books provided resources for both Delano students and those online. A small reference collection was purchased for onsite use at the Delano Campus. The Counseling Department developed an online orientation and Student Development is now taught online. A pilot study of online math tutoring was completed, providing data to inform the discussion of an online tutoring program for other disciplines. Bakersfield College hired an educational media design specialist in December 2007; the educational media design specialist provides support for both online students and faculty.

Continued Progress toward Completion of the Recommendation=

Due to budget constraints, Bakersfield College is unable to hire additional employees in student and learning support and distance education as hoped. However, the staff in these areas have made a concerted effort to still meet the needs of students in a cost effective and efficient manner.

The Bakersfield College Library continues to offer access to an even wider selection of e-books and multiple databases, all accessible to students off campus. These online offerings include extensive help guides for new user as well as the Library Catalog, e-books, EBSCOhost, Gale Expanded Academic, and Serial Solutions databases. All of these can be accessed from any Web connected computer. In addition, research and writing assistance is available from the same website, including resources on APA and MLA guidelines, support to evaluate web and print sources, and a schedule of available research workshops and courses. Bakersfield College librarians offer discipline specific workshops at the Delano Campus. On site reference hours were offered at the Center in 2010–2011; however, after considering the rate of student usage of this service and current budget constraints, this service was suspended in 2011 and other options are being explored.

Student support services for distance education students have been provided by expanding the roles of existing personnel and by taking advantage of the reach of the Worldwide Web. Bakersfield College assigns a counselor who is available both by



email and telephone. Student Orientations are also available online, providing students with valuable college information, study skills instruction, and career information. In addition, one of Bakersfield College's most popular college planning courses, STDV B1, is offered in the online format for students unable to attend a face to face section.

Tutorials on how to use Bakersfield College's online course management system and how to succeed in an online course are available online to students. In addition, at the start of each term, face-to-face student orientations are provided for local online students. Online orientations for all online students are currently under discussion.

In addition to offering online or phone support for research and study skills, Bakersfield College reaches out to those students who are financially challenged but cannot access financial aid on campus. Financial aid forms are available online and direct assistance is available by telephone. Financial aid forms that are available include the Free Application for Federal Student Aid, Board of Governor's Fee Waiver (BOG), Terms of Agreement with Signature, and the Bakersfield College Scholarship Application form. Students are able to access a net cost calculator for college fees, a timeline for financial aid disbursements, and a link to set up online payments.

The Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, and California Work Opportunity Responsibility to Kids programs have developed a website to provide web accessed support services for qualified students. This website is accessed through the Bakersfield College portal.

Assistance for students with disabilities is available over the telephone and students are informed of this service through a mandatory announcement in every course syllabi. Online support for Disabled Students Programs and Services students includes a "Getting Started" resource and a student handbook. Faculty support includes a faculty handbook, documents and videos on Americans with Disabilities Act compliance in Distance Education, and a link to the assistive technology specialist.

The budgetary constraints in the state continue to impact decision making in this area. For instance, the audio visual technician hired in 2008 left Bakersfield College and was not replaced. In addition, data on the Instructional Television modality showed that student success rates were lower than other distance modalities, while the courses themselves proved more expensive. Therefore, in 2010, Bakersfield College discontinued Instructional Television and a support position was moved to another department. Bakersfield College has pursued other methods to provide student support with less funding, and in 2010 the Media Services received grant moneys and installed an Extron system to provide remote support to classrooms, allowing the same level of support with fewer employees. In addition, the Information Systems and Instructional Technology governance committee, in conjunction with the Extended Learning Department, considered online student data and current research in the area to develop the Information Systems and Instructional Technology Committee Recommendations for Online Instruction and presented these recommendations to the executive vice president of academic affairs and student services in fall of 2010. These recommendations included a student participation tracking system, a new online orientation for online students, and the hiring of a faculty director of instructional technology.

Recommendation 5 is fully met.



Recommendation 6

In order to meet the standard, the team recommends that Bakersfield College develop a planning agenda that will respond to anticipated staffing needs and reflect the changing demographics of the service area (Standard III.A, III.A.4b).

Abridged Response from the Midterm Report

Bakersfield College continued its efforts to develop a staffing plan for the institution. In January, 2007, the Bakersfield College president submitted an initial Bakersfield College staffing plan to the Kern Community College District chancellor. Faculty and classified staffing requests were embedded in the Unit Plans for each year, thus allowing departments to make requests known to fill existing or future needs. Subsequently, this information was used by the president to develop hiring lists. The regular faculty hiring cycle began in the fall of each year, with the hiring cycle for classified beginning in the spring.

Diversity training became the responsibility of the Bakersfield College human resources director in coordination with the Equal Opportunity and Diversity Advisory Committee and is provided to all members of a selection committee. This training encourages members to be mindful of gender and ethnicity imbalances while forwarding finalists who are the most highly qualified candidates. To obtain a diverse pool of applicants, employment information was provided through pathways such as APA Online, Diverse issues, Hispanic Outlook, and Women in Higher Education.

In the 2009 Midterm Report, it was determined that in order to move recommendations forward to the president in a timely manner, the vice presidents of academic affairs and student services would oversee the faculty and staff prioritization process each year. In addition, a survey of screening committee members would be conducted providing data to inform ongoing practices.

Continued Progress toward Completion of Recommendation

The office of the executive vice president monitors the prioritization process for faculty and staff. Requests for new or replacement faculty and staff are included in the Annual Program Review process with clear connections to Bakersfield College's mission statement, goals, and department needs. Faculty position prioritization begins in October. Department chairs present each faculty request to the Faculty Chairs and Directors Council and the committee votes and develops a priority list of selection recommendations. This list of recommendations, along with input from area deans, is provided for the president and the selection process begins in the spring semester. Staffing needs are communicated through the Annual Program Review process as well, linked to College's Mission and Goals, and are used to inform the decision of the president.

Diversity training for screening committees is provided by the Bakersfield College human resources manager. The purpose of this training is to remind screening committee members of the commitment of Bakersfield College to diversity, the gender and ethnic make-up of the community and student body, and the continuing commitment to the selection of the most highly qualified candidates. Diversity training for the campus as a whole is also provided throughout the year. These trainings include Safe Space workshops, Women's History Month, and Cerro Author presentations concentrating on Hispanic literature and issues. In fall 2011 a Cultural Awareness program was suggested by the Equal Opportunity and Diversity Advisory Committee and reviewed by the Staff Development Coordinating Committee. Upon receiving the



input from these committees, the president determined that the program was not a good fit with the campus culture at Bakersfield College. The Equal Opportunity and Diversity Advisory Committee has committed to continuing the search process for another diversity training program.

In 2011, a survey was conducted of screening committee members of the past three years. Data included the following: (N=75)

- 81.4 percent Strongly Agreed or Agreed that “The interview questions reflected diversity as it relates to the job for which you were screening.”
- 81.3 percent Strongly Agreed or Agreed that “The interview questions reflected competence in the area for which you were interviewing.”
- 76 percent Strongly Agreed or Agreed that “The pool of applicants was sufficient to select a qualified candidate.”
- 85.3 percent Strongly Agreed or Agreed that “The process did not culminate in a less than ideal applicant being hired out of fear that the position would not be filled or the screening process have to start over.”
- 68 percent Strongly Agreed or Agreed that “The information and support provided by human resources was satisfactory during the screening process.”

These data will be reviewed by the office of the executive vice president, the Equal Opportunity and Diversity Advisory Committee, and human resources to make appropriate recommendations to the president regarding ongoing practices.

Recommendation 6 is fully met.

Recommendation 7

In order to meet the standard, the team recommends that Bakersfield College provide adequate resources to ensure the institution meets the professional development activities needs of its personnel, including activities addressing diversity issues (Standard III.A, III.A.4.b, III.A.4.c, and II.B.3.d).

Abridged Response from the Midterm Report

Bakersfield College made great strides in providing quality professional development opportunities for faculty and staff, as described in the Midterm Report. A variety of workshops and trainings were offered, including those on diversity, technology, veterans' re-entry and transition, generationalism, and women's issues. Various departments and organizations sponsored these workshops and, combined with the opportunities provided by the Staff Development Coordinating Committee, a full slate of professional development was made available to the campus community. President's funds were provided to develop the Levinson Resource Center, a meeting place dedicated to staff development, thus providing a permanent, visible demonstration of Bakersfield College's commitment to professional development.

Regular, budgetary funding continued to be lacking for professional development, making long-term planning difficult. The Staff Development Coordinating Committee relied on other departmental funding sources to provide the best professional development possible.

Continued Progress toward Completion of the Recommendation

At the time of the previous accreditation site visit, the Staff Development Coordinating Committee had a budget based upon funds produced through campus recycling. This proved to be an unreliable source of funding, so in 2009–2010 the Staff Development



Coordinating Committee was given a budget from general funds, allowing long term projects and planning. These projects include a more robust slate of on campus professional developments offerings, a scholarship program to provide funds for off campus trainings, a professional development library, lunch time discussions on hot topics called "Learning at Lunch," and on campus special speakers. For example, in fall 2011, the Staff Development Coordinating Council sponsored full campus training on distressed student issues by Dr. Kristen Gabriel Olson. The Staff Development Coordinating Council and Bakersfield College continue to support the Great Teacher's Seminar retreat, held every spring.

In order to improve communication on staff development, the Staff Development Coordinating Council committed to be the first governance committee to develop and maintain a channel on the new Bakersfield College portal. This channel was developed in summer 2011 and introduced at Opening Day meetings in the fall. The channel provides daily listings of upcoming professional development events, with the opportunity to immediately register for events. It also includes announcements of new acquisitions to the Professional Development Library, keeping Bakersfield College informed on the latest professional development materials and journals. This channel on the portal has provided a much needed opportunity to keep the full campus community apprised of all training opportunities.

In order to provide professional development opportunities that meet the needs of the campus, an Staff Development Coordinating Council survey was sent to all constituents in spring 2011. This survey was used the summer of 2011 to plan events that included safety workshops, technology classes (including Moodle and office skills), and pedagogical roundtables. In addition to this survey, individual electronic surveys are sent to each participant upon completion of the workshop, providing the committee with ongoing feedback regarding the effectiveness of each workshop and suggestions for future trainings. Finally, a focus group was held in spring of 2011 to provide additional insight into professional development needs.

Diversity training is provided in several different venues. Each screening committee is provided with diversity training from the human resources manager before the selection process begins. Safe Space workshops are provided by the Student Government Association to encourage understanding of gay and lesbian students and their concerns. Multi-generational trainings provide insight into the thought processes and values of students and staff of differing ages. Women's History Month annually provides presentations on women's issues. In the Delano Campus, the Student Government Club sponsored a presentation by Delores Huerta, a leader in the struggle for a farm labor union. A cultural awareness training program was considered by the Staff Development Coordinating Committee and the Equal Opportunity and Diversity Advisory Committee in fall of 2011, and recommendations were forwarded to the president. The president did not find the program to be a good fit for the Bakersfield College environment. The Equal Opportunity and Diversity Advisory Committee is committed to further pursue a similar opportunity.

Recommendation 7 is fully met.



Recommendation 8

In order to meet the standard, the team recommends that the colleges follow the Kern Community College District Policy 7D by evaluating adjunct faculty in a consistent, timely manner with procedures that assess current performance and promote improvement (Standard III.A.1.b).

Abridged Response from Special Report, October 15, 2009

In July 2007, the Kern Community College District and the Community College Association conducted discussions regarding the applicability of the current collective bargaining agreement regarding evaluation procedures for adjunct faculty. Discussions resulted in the mutual agreement that the then current the Kern Community College District Board Policy would be followed for the remainder of the contract, through June 30, 2008.

The Kern Community College District human resources re-implemented the human resources module of the Enterprise Resource Planning system, known as Banner, and planned a project with an outside consultant to facilitate the tracking of all evaluations within the system of record. In addition, in spring 2007, the Kern Community College District Board Policy Manual section 7D [8.004] was reviewed with vice presidents from all three colleges, and efforts were made to increase the number of adjunct faculty evaluations taking place each semester. Part of this process was to ensure that new adjunct faculty members are evaluated in their first and then in every sixth semester thereafter, with each new adjunct faculty member provided with notice of the evaluation process. Those faculty not evaluated in spring 2007 were subsequently evaluated. The presidents of all three colleges were charged by the Kern Community College District chancellor with ensuring all adjunct faculty were properly evaluated during the 2007–2009 timeline.

Continued Progress toward Completion of Recommendation

In order to complete the evaluation process of adjunct faculty, deans and department chairs obtain the current campus evaluation list from human resources. At Bakersfield College this process is completed by the academic deans working with the department chairs each semester to coordinate a timely evaluation process of all adjunct faculty. Timelines and forms used are stipulated through the Kern Community College District and Community College Association agreement. The office of the executive vice president of academic affairs and student services monitor this ongoing process to ensure compliance.

Class Climate, an evaluation system, is used by Bakersfield College in conjunction with Banner and personnel from human resources to produce lists of adjunct faculty needing evaluation. Timelines and forms are outlined in the Community College Association Collective Bargaining Agreement and are posted on the Kern Community College District web page under Human Resources.

In 2008, Bakersfield College conducted 43 evaluations of adjunct faculty. Each subsequent year the number of evaluations has increased. For 2009 Bakersfield College conducted 66 evaluations; for 2010, Bakersfield College conducted 79 evaluations, and for 2011 Bakersfield College conducted 160 evaluations. The number of evaluations increased as the stakeholders became more accustomed to the evaluation system.

Recommendation 8 is fully met.



Recommendation 9

In order to meet this standard, the team recommends that the colleges, with appropriate district wide input, develop a written code of ethics for all employees (Standard III.A.1.d.).

Abridged Response from the Midterm Report

In December 2006, a draft Code of Ethics was developed through a review of books, articles, interviews with agency chief executive officers, and review of other higher education policies. This draft code was presented to the Kern Community College District Consultation Council (formerly Chancellor's Cabinet) and was discussed, challenged, revised, and vetted by members of their constituency groups. The Code of Ethics, with appropriate sanctions for violations, was presented to the governing board in May 2008 and adopted in June 2008. Additional policies, processes, and training were developed to help introduce the Code of Ethics to employees.

Continued Progress toward Completion of Recommendation

The Human Resources Department provides training on the Kern Community College District Code of Ethics. The Code of Ethics is discussed during Law Day held at the Kern Community College District office for all managers, providing a review by the Kern Community College District General Council of all of the ongoing legal topics that the Bakersfield College community works with daily. In addition, each new employee is given an orientation including information on EthicsPoint, an internet-based reporting service, with a pamphlet and directions to the web location.

Recommendation 9 is fully met.

Recommendation 10

In order to meet the standard, the team recommends Bakersfield College, with district assistance, develop effective facilities repair scheduling system with emphasis on rapid and clear response to repair and maintenance order requests (Standard III.B.1.b).

Abridged Response from the Midterm Report

Bakersfield College worked with the Kern Community College District to choose a district wide work order system. At the time of the midterm report, two options for this work order system, IssueTrak and MPulse, were being evaluated. MPulse was currently used by the Bakersfield College Maintenance and Operations Department, although not to the full capability of the system. IssueTrak was currently used by the Kern Community College District for tracking questions, requests, and work orders. Both software packages have the capability of providing a rapid and clear response system for the maintenance repairs for each college in the Kern Community College District. The decision on the choice of software package was expected in the 2009–2010 academic year.

Continued Progress toward Completion of Recommendation

Four Computerized Maintenance Management System (CMMS) were reviewed by the Maintenance and Operations Departments of the Kern Community College District's three campuses. The decision was made to purchase a product named "SchoolDude." Factors such as the requirement for the CMMS to integrate with existing systems and the need to gain the approval of the new system by Gafcon, a consultant hired by the Kern Community College District to work on construction programs and processes, added additional time impediments. After researching the options, the director of construction verified that the SchoolDude system would work with the Construction



Software that the Kern Community College District group will be using by implementing the use of additional software called Megamation. This suggestion was reviewed and the decision has been made to proceed with SchoolDude, which includes a number of modules involved such as regular Work Orders, Inventory, Fleet Service, and Preventive Maintenance. The final purchase decision for the CMMS was not made until August 29, 2011.

As Bakersfield College was pricing the SchoolDude product, Bakersfield College determined that the Preventive Maintenance (PM) module was also needed and would require an additional cost. Bakersfield College's insurance carrier, Self-Insured Schools of California, recently introduced all of its clients to a PM product to be used to produce and track work orders for preventive maintenance. Their system is also School Dude. Because of this, Self-Insured Schools of California will provide the PM module of School Dude's software to the Kern Community College District at no cost.

Discussions have taken place between the maintenance and operations manager, the Kern Community College District Information Services, and various other Maintenance and Operation staff regarding the training that each constituent group will receive. A meeting was held at the Kern Community College District office on Monday, August 22, 2011, with the campus business managers and the Kern Community College District office to discuss and revisit implementation strategy. An installation date of summer 2012 has been determined. An ongoing evaluation process will be started after the CMMS Software system is installed, and will then be recorded in the Maintenance and Operations Annual Program Review and Assessment Plan.

Recommendation 10 is fully met

Recommendation 11

In order to meet the standard, the team recommends that the colleges, working with appropriate District wide leadership and in consideration of the special conditions of the individual colleges within the Kern Community College District, complete the development, implementation and assessment of the budget allocation model (Standard III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d, and III.D.3).

Abridged Response from the Midterm Report

The Kern Community College District Consultation Council (formerly called the Chancellor's Cabinet) created a new allocation model for its unrestricted general funds in fall 2006. A subcommittee of the council, which included representatives of faculty, classified staff, and administration, developed proposals for the new model and forwarded its recommendations to the Kern Community College District chancellor. The model closely followed the new State of California allocation model. Bakersfield College Academic Senate reviewed the model and passed a resolution in support in March 2007. The Kern Community College District wide model was adopted and initiated in developing the 2007–2008 and 2008–2009 budgets. In 2008 a preliminary survey was conducted to guide the evaluation of the Kern Community College District Budget Allocation Model. Survey results indicated a need for constituents to understand the budget cycle, so a Finance 101 presentation was given in October 2008. To improve transparency of the Kern Community College District budget allocation model, various financial reports were also regularly posted on the Kern Community College District website and were distributed at the Kern Community College District Consultation Council meetings.



Continued Progress toward Completion of Recommendation

In fall 2009, the Kern Community College District chancellor charged the Consultation Council to assemble a committee to evaluate the Budget Allocation Model (BAM). The current BAM has been used since 2007–2008. The BAM II Evaluation Committee, comprised of classified, faculty, administrators, and district personnel, met initially in February 2010. They reviewed the current model and how it functions as well as the first BAM Committee's narrative. With input from stakeholders, the committee members identified topics for evaluation.

In extensive brainstorming sessions, the committee evaluated each of the issues, eventually requesting and receiving more time in order to complete the process by fall 2010. The committee identified issues of concern and assigned teams to evaluate and develop recommendations for potential change. Nine issues were identified, but two were similar and therefore combined. Those areas of concern were evaluated and recommendations were made. The committee report was submitted to the Kern Community College District Consultation Council meeting April 26, 2011.

Bakersfield College accepted the findings of the committee and endorsed the recommended changes; the chancellor's response of April 24, 2011, was largely positive with some reservations regarding carryover funding and the use of independent consultants due to the current budget climate and the potential shift in the current access funding model from the state of California.

Recommendation 11 is fully met.

Recommendation 12

In order to meet the standard, the team recommends that Bakersfield College's College Council develop and adopt a formal document that contains bylaws, purpose of body, and membership; delineates function in regards to other participatory governance bodies; and includes other procedural guidelines (Standard IV.A.2).

Abridged Response from the Midterm Report

Since its inception, College Council has undergone effectiveness reviews and follow-up modifications. However, after thoughtful review beginning in December 2008, College Council reformed itself during January and February 2009 with a smaller, better balanced membership with clear, concise goals. The new Council held its first meeting in February 2009. According to its new charge, Bakersfield College's College Council is designed to serve the good of Bakersfield College and facilitates timely, factual, and clear communication between constituents and the president as a means to develop recommendations to the president for decisions on College wide issues such as Budget (use of unallocated resources and dealing with cuts or enhancements), Planning (2012 and enrollment management), Accreditation (self-study, midterm report, etc.), and Facilities (swing-space, construction, and new sites).

Membership and terms of service in College Council are clearly delineated, and members are determined either by the position they hold or through a selection process established by the constituency group they represent. Membership terms vary, and in cases where a constituency group is represented by multiple members, the selection process provides for staggered terms. Each member serves as the source of communication to his/her assigned body of constituents, providing information both to and from the represented groups.



The new Council has also developed procedural guidelines for efficient productivity. The guidelines include standards for agendas and minutes; submission of agenda items; formation of task force teams for specific activities; vetting of 10+1 and bargaining related issues; and inclusion of guests in meetings and discussions.

Continued Progress toward Completion of Recommendation

Bakersfield College's College Council, in its new incarnation, meets regularly and effectively facilitates communication between constituents and the Bakersfield College president. Bakersfield College community is kept informed through posted minutes and the regularly updated College website. In 2009–2010 College Council developed the Decision Making Task Force, created the Decision Making Document, and provided training to campus constituents. In spring 2012 College Council reviewed and approved their charge. According to the Council minutes of January 20, 2012, a method of evaluation was researched, and in spring 2012 College Council was evaluated for effectiveness.

Recommendation 12 is fully met.

Recommendation 13

In order to meet the standard, the team recommends that the Kern Community College District Board of Trustees adopt and implement the self-evaluation process being developed and routinely administer the process. In addition, the Board should revise the current ethics policy to include a procedure for dealing with violations of the policy (Standard IV.B.1.g and IV.B.1.h).

Abridged Response from the Midterm Report

In 2007, the board approved section 2E of the Board Policy Manual, Board Self-Evaluation. In October of every odd-numbered year, the Secretary shall provide an agreed-upon evaluation instrument to each board member, and each board member will complete the evaluation instrument and submit responses to the Secretary of the Board (the chancellor). A written summary of the evaluations is to be presented in a written communication to the board members by December, and the board shall take appropriate action in response to the evaluation summary during a public meeting. The goals of the board self-evaluation are to identify past accomplishments, identify annual goals, clarify roles, enhance harmony and understanding, improve effectiveness and efficiency of board meetings, and set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District.

The board, following board policy, carried out a second board self-evaluation in 2007 and discussed the results at the February 2008 retreat. This discussion led to a determination of training needs for the Board. In addition, the Board of Trustees evaluated the evaluation process itself, deciding to remove one of the 34 standards and consolidating two others, leaving 32 standards of expected knowledge and behavior.

The board self-evaluations were carried out in closed session, and then the results of the self-evaluation were discussed publicly at the start of the next year.

The Statement of Ethics in the Board Policy Manual was revised in October 2007. A five-part process for violations of ethical standards is now outlined. According to Section 2G2 of the Policy Manual:

- Charges by any person that a board member has violated laws and regulations governing board members or the board's statement of ethics will be directed to



- the chancellor. The chancellor shall deliver the charges to the board president or vice president for appropriate action.
- Charges filed will be investigated in a manner that provides professional assessment and confidentiality.
 - If the alleged behavior violates board policy on ethical conduct, the board president or vice president shall alert the board member in question and seek corrective action.
 - If further action is deemed necessary, the board president or vice president may appoint an ad-hoc committee of the board officers to examine the matter and recommend a course of action to the board. The board may discuss the violation at the board meeting and affirm its policy expectations, and/or the board may move to censure the trustee.
 - If alleged behavior violates laws governing board behavior, the president or vice president of the board and chancellor are authorized to consult with legal counsel and refer the matter to appropriate authorities as provided by law (13.1).

Continued Progress toward Completion of Recommendation

The board has continued to carry out board self-evaluations, completing them in 2009 and 2011. These self-evaluations were carried out in closed session, and the results of the self-evaluation were discussed publicly at the start of the next year.

The board addressed and corrected an incomplete process for ethics violations and has implemented this process. In addition, a link on the Kern Community College District website has been provided to report ethics violations anonymously, so the Kern Community College District is implementing processes to make the reporting of ethics violations simple and safe.

The board has created and implemented a board self-evaluation process and ethics policy. In addition, according to Section 2E2A, the board will review its procedures for self-evaluation every five years in order to model “continuous quality improvement” to District personnel.

Recommendation 13 is fully met.

Recommendation 14

In order to meet the standard, the team recommends that Bakersfield College, in conjunction with District wide leaders, complete an organizational map that clearly delineates the roles and responsibilities between the entities and identifies an evaluation process that will provide for ongoing improvement (Standard IV.B.3).

Abridged Response from the Midterm Report

The process to clarify and evaluate decision making processes at the Kern Community College District and Bakersfield College has been deliberate and progressive. In 2006, a document titled the *Decision Making Document* was developed for the Kern Community College District, including processes for creating governing board policy and participatory governance. Following this, the West Hills Community College District decision making model was used as a model to develop an organizational map and decision making document in 2007. This document was introduced into the consultation process, including input from the Kern Community College District Consultation Council. Each constituent group of the Cabinet examined the document through the lens of their respective governance groups and input was provided to the Consultation



Cabinet. The final document was approved by the Kern Community College District Board of Trustees in December 2007. The document was reviewed and revised by the Kern Community College District Chancellor's Cabinet and the Kern Community College District Consultation Council in May 2008 and again in November 2008. At this time it was established that the document would be evaluated annually for the first two years and every three years thereafter. The evaluation is conducted by the Kern Community College District chancellor and the Bakersfield College president in conjunction with the Kern Community College District district office and constituencies from Bakersfield, Cerro Coso, and Porterville colleges.

The Kern Community College District's decision making map provided the foundation for the development of the Bakersfield College decision making model. In summer 2009, Bakersfield College's College Council established a Decision Making Task Force consisting of faculty, staff, and administrators. The goal of this task force was to present a document in spring 2010 that clearly delineated the responsibilities on campus as well as clarify participatory roles in the process.

Continued Progress toward Completion of the Recommendation

In 2011, the Kern Community College District "Elements of Decision Making" document was reviewed, evaluated, and updated. In fall of 2011 the document was sent to the Kern Community College District Board of Trustees for approval. The Kern Community College District chancellor, through the Kern Community College District Consultation Council, will annually review the organizational map for decision making to ensure the document is accurately reflecting the decision making process in the Kern Community College District.

The Bakersfield College *Decision Making Document* was developed by the Decision Making Task Force, consisting of faculty, administrators, and staff, during the 2009–2010 academic year. The document was vetted through Academic Senate and approved on November 3, 2010. The document was reviewed several times by College Council and approved November 19, 2010.

During the vetting process for this document, the Decision Making Task Force sent a survey to college constituents to determine areas of concern surrounding the document and decision making process at Bakersfield College. The Decision Making Task Force determined that constituents were confused about the decision making process. These results were presented to College Council on May 7, 2010 and it was determined that work needed to be done to ensure the entire campus understood the document and processes. Upon the ratification of the *Decision Making Document*, the DTMF provided open forum workshops in spring and summer of 2011 so College constituents had the opportunity to clearly understand the participant's roles in and processes of decision making at Bakersfield College.

The Bakersfield College *Decision Making Document* focuses on Bakersfield College's mission, vision, and values and the Decision Making Task Force identified and documented the specific steps involved in reaching decisions. The document includes a philosophy statement delineating the value Bakersfield College places on participatory governance with the ultimate goal of improving participation and communication throughout the campus community. The process outlined in the *Decision Making Document* ensures that at Bakersfield College decisions go through a prescribed vetting



and discussion process through which all points of view and outcomes are thoroughly examined.

Recommendation 14 is fully met.





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Page 92

Responses to ACCJC Rubrics for Evaluating Institutional Effectiveness

Part I—Program Review

After studying position papers from Academic Senate and the RP Group, the taskforce developed a new Annual Program Review process, vetting it through Academic Senate, College Council, the Budget Subcommittee, and the Faculty Chairs and Directors Council. Once draft 15 was approved by both Academic Senate and College Council, the taskforce focused on developing the forms to implement the new plan. With the goal of developing a more effective and meaningful program review process, a taskforce of faculty, classified, and administrators worked through the summer in a dialogue about campus needs and program review requirements, and a group of faculty and administrators attended the program review training by Accrediting Commission of Community and Junior Colleges in fall 2011 to confirm new ideas that were under consideration. The Annual Program Review is a document that provides student success and retention data along with the Assessment plan and results, the Information Systems and Instructional Technology request form, the Faculty Request form, and a new Maintenance and Operations request form. The document provides an opportunity for focused dialogue among members of the program while the data and requests included will be used to make data-informed budgetary decisions. The next step in the process is to develop an Integrated Program Review to begin in 2013–2014 with study and application in 2012–2013. The Integrated Program Review will take an in-depth look at groups of programs that collaborate in key areas, such as Developmental Education or Distance Education. This approach is also incorporated in the Bakersfield College Strategic Plan.

The Institutional Research and Planning Office continues to provide regular trend data for both the program review process and the Annual Program Review plans. The use of data in these documents is one of the ways Bakersfield College demonstrates an established culture of evidence. To inform the annual program review, Institutional Research and Planning produces five-year trend data for all instructional units that includes departmental and College wide comparison information for both face-to-face and online instruction:

- Student demographics (headcount, age, gender, ethnicity)
- Summary course information (sections, enrollments per section), productivity (FTES, FTEF, FTES/FTEF)
- Outcomes (retention, success) by delivery mode (traditional, distance education)
- Awards (degrees, certificates)

The link between unit information and requests and the budget allocations will now be established in the Annual Program Reviews. A newly formed governance committee, the Budget Committee, has been established to determine the budget decision making process. The Annual Program Review Committee (formerly Institutional Effectiveness Committee) and the Accreditation Steering Committee will continue to work to clarify these linkages in processes.

Upon completion of a full annual cycle using this new document, Bakersfield College will assess the new Annual Program Review document and the program review process itself, proposing changes necessary to make the system more effective. Upon completion of this cycle, the evaluation, and implementation of the Integrated Program Review,



Program Review work will move from the Proficiency Level to Sustainable Continuous Quality Improvement.

Program Review Summary Statement: Bakersfield College is moving out of the *Proficiency Level* with multiple elements of *Sustainable Continuous Quality Improvement*. With the implementation of a new Annual Program Review process, Bakersfield College expects to be at the SCQI level upon completion of a full cycle.

Part II— Planning

Planning is an ongoing, continuous improvement process at Bakersfield College. The primary planning document is the Educational Master Plan, which includes assessment and departmental data and is updated on an annual basis. The Annual Program Reviews (formerly Unit Plans) are the basis for making faculty, equipment, and maintenance requests each year and are expected to be based on demonstrated needs, Bakersfield College mission, and longitudinal data provided by the Institutional Research and Planning Office.

Faculty chairs and administrators are responsible for developing plans, and governance committees are responsible for reviewing documents and establishing a planning process. With the implementation of the new Annual Program Review process, the link between planning processes and budget decisions will continue to become more apparent and meaningful to campus constituents.

In 2009–2010 Bakersfield College’s College Council established two taskforce committees to clarify the decision making process at Bakersfield College and make recommendations for a standing governance budget committee. Both the Decision Making Taskforce and Budget Taskforce were made up of representatives from classified staff, faculty, and administration. The Decision Making Task Force, reviewed and approved through the governance review process, developed a document that outlines the roles of Bakersfield College governance committees, constituent groups, and College decision making processes. The Budget Taskforce first met in spring of 2010 and completed its work in fall 2010. The Budget Taskforce recommendations have been reviewed and approved, and the progress made by the Budget Taskforce led to the establishment of the Budget Committee.

In spring of 2010, a College Council subcommittee was charged with conducting a survey to review the annual goals and recommend goals for 2010–2011. Results were reviewed and College goals were developed. These goals were reviewed and approved by College Council in spring, 2011. In spring of 2012, College Council voted to adjust the goal setting process from an annual process to one of three years to allow for accurate and effective fact gathering. This process is currently under way.

In spring of 2010, a new standing governance committee was developed to support accreditation as an integral part of the culture rather than an event, and to establish cultural values that demonstrate ongoing sustainable continuous quality improvement. This new committee, the Accreditation Steering Committee has faculty and administrative co-chairs. The charge of the committee is to institutionalize a dynamic accreditation process, establish the structure of the accreditation self-evaluation, develop a structure to collect evidence, and implement an ongoing accreditation process. In addition, the Accreditation Steering Committee oversees the progress made toward achieving the Accreditation recommendations.



One dialogue that originated in the Accreditation Steering Committee revolved around the definition of integrated college wide planning and what the views are of different constituencies and committees. This dialogue has moved to the Academic Senate, the Budget Subcommittee, and College Council and will provide the foundation for additional progress toward effective strategic planning at Bakersfield College.

In 2011–2012 Bakersfield College made substantial progress in the completion of a systematic evaluation and planning process. In spring of 2011, Bakersfield College's College Council College Goals Work Group developed 2012–2013 Bakersfield College Goals. This process included consideration of the Renegade 2012 Strategic Plan strategic initiatives, review of the Kern Community College District Strategic Plan, focus groups of all college constituents, a College wide survey, review of comparable goals, and feedback from College Council and Academic Senate. This work group also made four recommendations to College Council, including the recommendations to include measurable objectives and make the Bakersfield College goals process itself a three year process to allow for better progress towards completion. College Council approved the recommendations in spring 2012 and the goal development process was folded into the strategic planning process.

The Bakersfield College Strategic Plan Work Group formed in spring 2012. The SPWG drew from multiple sources to develop the Bakersfield College Strategic Plan draft, including the 2012–2013 College Goals and recommendations; a survey on college values, vision, and mission; the strengths, weaknesses, opportunities, and threats analysis from Annual Program Reviews; Committee Co-Chair reports; district and college climate survey questions; Community College Survey of Student Engagement/Community College Faculty Survey of Student Engagement results; and Actionable Improvement plans. The Bakersfield College Strategic Plan and action plan are due to be completed May 2012 with the implementation of the operational plan due to begin July, 2012.

Planning Summary Statement: Bakersfield College is moving out of the *Proficiency Level* with multiple elements of *Sustainable Continuous Quality Improvement*. With the completion of a systematic and comprehensive evaluation system of Bakersfield College planning processes as well as the effectiveness in the improvement of instructional programs and support services, Bakersfield College will be fully at the SCQI level.

Part III: Student Learning Outcomes

Student learning outcomes assessment began at Bakersfield College in 2005 and is now embedded in several existing campus processes. Course level student learning outcomes are developed by faculty experts who teach the course sections. All new and revised courses contain student learning outcomes. Faculty include student learning outcomes on their syllabi. Course level student learning outcomes are embedded in curricUNET, and the full course, program, and institutional level assessment processes along with the linkages between course and program level outcomes are included in the Assessment Module of curricUNET, introduced in spring, 2012. An Assessment Steering Committee (a subcommittee of the Curriculum Committee) has been trained to evaluate course level student learning outcomes and plans as they progress through the curricUNET system. Program Level Assessment plans are completed by departments, chairs, and their deans. In 2011, 87 percent of instructional Units and 100 percent of noninstructional units developed Program Level Assessment Plans, with many completing a full cycle. One hundred percent participation in completion of both instructional and noninstructional



assessment plan is well under way for 2012. Previous Assessment Plans can be found at <http://www2.bakersfieldcollege.edu/assessment/BC%20resources%20data.html> with current assessment plans in curricUNET.

Results from these Assessment Plans are incorporated in the Annual Program Review, both of which are due in the fall. Program Level Assessment Plan authors are asked to describe changes made as a result of their assessment process and to request additional funding to support improvement plans if necessary. These data are used to establish a link between the results of assessment and College decision-making processes.

In spring 2011, the Assessment Committee co-chairs reviewed the program level assessment plans, evaluating for themes within the qualitative results. The theme of "Unengaged Students" was determined, and a Think Tank was announced and scheduled through the Staff Development Coordinating Committee. Think Tank members reviewed existing research, College results on the Community College Survey of Student Engagement, and best practices. With this background, a Student Engagement and Assessment mini-conference was provided for the Kern Community College District, including workshops by faculty experts in students engagement and a keynote presentation by a nationally recognized speaker on this subject, Dr. Elizabeth Barkley. In addition, the Think Tank team developed an electronic scavenger hunt of study skill resources for students. A multidiscipline study of student engagement techniques and their impact is also being completed, supplying rich data as well as additional faculty experts in the area to provide professional development support in the future.

Also in spring, 2011 and 2012, the Assessment Committee sponsored week of Assessment workshops and student activities. Trainings on assessment basics, rubrics, and assessment tools were provided to faculty and staff by faculty experts, and students were invited to share their course student learning outcomes in exchange for pizza. In addition, a full campus reception called "Jazzed about Assessment" was presented, providing a venue for assessment discussion amongst all constituencies and presentations of assessments results and progress. This reception will be repeated in April of 2012.

These activities were designed to promote robust institution wide dialogue about assessment and provide opportunities to learn from each other. Because of the importance that Bakersfield College places on data driven decision making through the assessment process, the Assessment Committee has been provided with an annual budget to support such projects, and the faculty assessment coordinator receives reassigned time. In addition, Assessment co-chairs and committee members have been provided the opportunity to receive training at conferences sponsored by Accrediting Commission of Community and Junior Colleges and the RP Group.

In summer of 2011, the first successful Institutional Level Assessment process was completed. Members of the Assessment Committee and General Education Subcommittee chose Standard A2 – Written Communication—and asked the English Department to meet with them and present their assessment methods, results, and subsequent actions based upon those results. After discussing this information, the Assessment and General Education committee members voted unanimously that the English Department met the Standard A2 outcomes. The process was evaluated by the Assessment Committee, deemed to be valid and reliable, and the process has begun to repeat the assessment. The committee has chosen Standard B—Physical Universe and Life Forms—as the next General Education Outcome to be assessed, and faculty in



courses in Mathematics, Physical Sciences, Biological Sciences, Agriculture, Philosophy, and Communication have been notified of the upcoming process.

Meaningful changes that came about due to the assessment process at Bakersfield College include the new Writing Lab; the development of supplemental student support courses for child development students; new student online orientation workshops; Critical Academic Skills workshops for student study skills; the ESL/foreign language lab; pre-semester boot camps for president's scholars, math, and nursing students; and increased use of Educational Plans with financial aid students.

Student Learning Outcomes Summary Statement: Bakersfield College is at the *Sustainable Continuous Quality Improvement* level.





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Page 98

Actionable Improvement Plans for the 2012 Accreditation Self Study

Actionable Improvement Plan #1

Standard I.B. Institutional Effectiveness

In order to embed multilevel evaluation into the Bakersfield College culture, College Council and the Academic Senate, working with the executive vice president of academic affairs and student services, and the director of institutional research and planning, will develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services by May, 2013.

Actionable Improvement Plan #2

Standard II.A. Instructional Programs

To enhance the quality of online distance education courses, Bakersfield College, under the leadership of the executive vice president of academic affairs and student services, and the dean of learning resources will develop and implement by spring 2013 a detailed plan to improve the services to distance education students to increase their ability to succeed in their courses. The plan will include the appropriate support to implement the following:

- Development of an online student orientation system to better prepare students for online courses with the overall goal of increasing their success in those courses.
- Development of a student signal alert system that would inform students of their current course progress and refer them to appropriate helpful resources.
- Development of an online tutoring program to increase students' ability to succeed in an online course.
- Increased online counseling to better support online students with the goal of increased retention.
- Development of additional pedagogical training and support for online faculty.

The executive vice president of academic affairs and student services and the dean of learning resources will present an annual status report to the Information Systems and Instructional Technology Committee for input and evaluation.

Actionable Improvement Plan #3

Standard II.B. Student Support Services

To enhance the efficacy and efficiency of students maneuvering through college processes, Bakersfield College, under the direction of the associate vice president of student services, will:

- Review the latest plans to remodel the Current Student Services Building into a one-stop center.
- Assess the student services needs of the student population.
- Create a reasonable timeline for the remodel.
- In the case that funding opportunities arrive, Bakersfield College would be ready to submit its proposal.



Actionable Improvement Plan #4

Standard III.A. Human Resources and IV.B. Board and Administrative Organization
(specifically IV. B.3.b. The district/system provides effective services that support colleges in their missions and functions.)

Bakersfield College recommends that the Kern Community College District and College work collaboratively to:

- Develop, implement, and evaluate an annual review of human resources services at Bakersfield College, including EthicsPoint.
- Provide clarification to College employees on the roles or functions of human resources positions to improve understanding and allow for more effective operations.
- Develop, implement, and evaluate an annual survey to all employees regarding Bakersfield College and Kern Community College District adherence to written policies in employment procedures, ensuring fairness in all employment procedures. Initial research will focus on validating and clarifying current responses to develop a benchmark.
- Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness and efficacy of the screening process itself.

The executive vice president of academic affairs and student services, and the human resources manager of Bakersfield College will present an annual status report to the Accreditation Steering Committee for input and evaluation.

Actionable Improvement Plan #5

Standard III.B. Physical Resources

To maintain a more healthful learning and working environment on the Panorama Campus, the Maintenance and Operations Department, working with the Facilities Subcommittee, will implement and evaluate the work order software system designed to assign and track work; provide support to work with custodial staff to define expectations and improve cleanliness levels across the campus; adjust start times and cleaning areas of responsibility to be more centralized and balanced; evaluate the effectiveness of increased temporary custodial staff by spring 2012; and prioritize maintenance and repairs to existing buildings and building infrastructure.



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Christian Parker, United States History Faculty

"Teaching at Bakersfield College as part of a diverse faculty has given me an appreciation for and a confidence in the basic goodness of most people. As a blind professor, I have enjoyed overwhelming support from colleagues and students alike; I have never been made to feel uncomfortable personally or that I could not fulfill my responsibilities professionally."

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. *Mission*

The institution has a statement of mission that defines the institution's broad educational purpose, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

The Bakersfield College mission statement provides guidance to Bakersfield College, and, as part of Bakersfield College's Educational Master Plan, is integrated throughout the development of Bakersfield College's goals. In addition, the Strategic Plan Summary of the Educational Master Plan includes the Mission Statement and Strategic Initiatives which provide overall strategic direction for Bakersfield College. The mission statement acknowledges Bakersfield College's diverse student population, demonstrates an understanding of Bakersfield College's core mission and affirms Bakersfield College's commitment to excellence as well as student learning (I.A.1).

The recent Strategic Planning Workgroup of the Kern Community College District proposed a new District wide planning cycle that is aligned with the accreditation cycle and a District wide planning process wherein Bakersfield College developed operational plans for the Kern Community College District wide Strategic Plan and linked Bakersfield College's plan to the Kern Community College District's plan. Adopted by the Kern Community College District Board of Trustees, this plan along with the mission statement is the umbrella under which future Bakersfield College strategic initiatives and goals are aligned (I.A.1.a, I.A.2).

The *Bakersfield College Catalog* includes Bakersfield College's mission statement:

Mission

With its heritage as a foundation and eye toward the future, Bakersfield College provides the high quality education necessary for our socially and ethnically diverse students—whether they be vocational, transfer-oriented, developmental, or some combination of these—to thrive in a rapidly changing world.

We will accomplish our mission by:

- Establishing strong connections with our student and business communities.
- Understanding the needs of our diverse student population.
- Responding to student and community needs with efficiency and flexibility.
- Honoring our long heritage of community involvement.
- Remaining vigilant in scanning our present and future environment within which we operate.
- Promoting tolerance and patience with all of our stakeholders (I.A.3).



Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

I.A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The mission statement shows Bakersfield College's commitment to offering learning programs and student services to meet the needs of the population it serves. Bakersfield College offers curriculum and programs for students seeking degrees or certificates, transfer, or occupational competencies as well as programs that develop academic skills for career advancement, counseling services, and student services programs. Bakersfield College is committed to serving all segments of its diverse community by maintaining quality programs, by identifying educational needs and developing programs to meet those needs, and by continually expanding its efforts to meet the needs of traditionally underserved groups (I.A.4).

There are many examples of Bakersfield College programs and services developed in response to the needs of students. The programs and services are as diverse as the student population at the Panorama Campus, the expanded Delano Campus, and various locations. Examples of newly developed services to meet student needs include the Veteran Center, the Writing Center, and Critical Academic Skills workshops. The Science, Technology, Engineering, and Mathematics Program and Math, Engineering, and Science Achievement Program are exemplary models that assist our science, engineering and technology major students to meet their academic and career goals. The California State University, Bakersfield Advising Center housed in the Bakersfield College Counseling Center promotes collaboration among counseling and advising staff and improves and streamlines transfer for Bakersfield College students to the local California State University campus. The International Students Program aids international students' success at Bakersfield College (I.A.5, I.A.6, I.A.7).

In response to the diverse needs of our student population, Bakersfield College supports student success by promoting the use of the Student Success Computer Lab, Library Research Services, Proofreading Service, Assistive Technology Program, Tutoring Center, Foreign Language Lab, and ESL Tutoring. Bakersfield College offers courses in a variety of formats, such as Distance Education and Open entry/Open exit classes which have the same content and rigor as face-to-face courses.

The Children's Center provides quality, interactive day care choices for student parents. The Counseling and Transfer Center, Career Center, Job Placement, and Work Force Internship Program assist students with major and career decisions and the creation of academic educational plans. Academic discussions across the curriculum are offered through the Levan Center for the Humanities and the Levan Institute for Lifelong Learning.

In alignment with its mission statement, Bakersfield College utilizes local job market information and partnerships with local four-year universities to identify and develop



its programs. Services are developed and refined to support student learning for all College programs. Through the annual program review process, course outline reviews, and student learning outcome assessment, Bakersfield College assures its programs and services align with its mission (I.A.8, I.A.9, I.A.10).

Bakersfield College identifies its student population by internal and external environmental scan data and by partnerships with local area high school counselors and local four-year transfer colleges and universities. Bakersfield College also provides programs and services to its online student population. The new Annual Program Review document asks departments to review data separately for distance education and face-to-face courses. This process will assist Bakersfield College in evaluating the differing needs of our student population. In addition, the Bakersfield College Information Systems and Instructional Technology Committee has developed recommendations to improve distance education learning outcomes. Bakersfield College monitors and revises the processes of campus student learning outcomes at all levels (I.A.5, I.A.10 – I.A.19).

Self Evaluation

Bakersfield College meets this standard.

Research-driven planning assures the relevance of Bakersfield College's programs to its students and communities. Faculty, staff, and students support Bakersfield College's mission statement in communicating Bakersfield College's commitment to student learning as well as the relevance of the mission statement to the work of Bakersfield College (I.A.20, I.A.21).

Students are actively involved in their education at Bakersfield College because they are given opportunities to think and apply what they learn in different settings. Students collaborate with others to solve problems, master challenging course content, and develop valuable skills to deal with real life situations and problems. The Community College Student Engagement Survey, given to Bakersfield College students in the spring of 2011, shows that Bakersfield College exceeds the performance of state cohort community colleges, approaching 59.6 percent, the level at which the top ten percent of community colleges are performing. Student learning support services are at 50.7 percent compared to 50.0 percent for our cohort colleges in providing important support services and cultivating positive relationships among groups on campus. These results show that Bakersfield College is not only committed to student success, but that Bakersfield College fulfills its mission to provide the high quality education necessary for today's changing world (I.A.22).

Actionable Improvement Plans

None

I.A.2. The mission statement is approved by the governing board and published.

Descriptive Summary

In June 2008 the Kern Community College District Board of Trustees approved the current Bakersfield College Mission statement. The approved statement is the result of a revision process that is part of the Bakersfield College strategic planning process overseen by College Council. A work group from that council revised the current mission



statement to better address the changing demographics and educational needs of the student population and community. The mission statement was reviewed and approved by College Council in May 2008 as part of the Renegade 2012 Strategic Plan. College Council regularly reviews the mission statement to ensure that the mission statement continues to align itself with Bakersfield College's broad educational purposes, its intended student population, and its commitment to student learning (I.A.23, I.A.24, I.A.25, I.A.26, I.A.27).

The mission statement is widely published and found in many of the Bakersfield College primary documents. These documents include the *Bakersfield College Catalog*, the Student Handbook, the Faculty Handbook, all available on the Bakersfield College website. The mission statement is posted at all major offices of the Panorama and Delano campuses (I.A.3, I.A.28, I.A.29, I.A.30).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College's Mission Statement is widely visible in its College catalog, Educational Master Plan, Renegade 2012 Plan, Student Handbook, Faculty Handbook, and College website (I.A.3, I.A.1, I.A. 25, I.A.28, I.A.29, I.A.30).

Actionable Improvement Plans

None

I.A.3. *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Descriptive Summary

Beginning spring 2012, Bakersfield College's College Council, which is made up of representatives of faculty, classified staff, administrators, and students from all areas of the campus, conducts reviews of the Mission Statement, College Goals, and Strategic Planning every three years. The Mission Statement is re-assessed in spring as College Council finalizes the goals for the following year, ensuring that Bakersfield College goals align with both the Kern Community College District and state mission statements and subsequent goals. The mission of Bakersfield College is also informed by the development of the Bakersfield College strategic initiatives that were developed through a College wide dialogue. The summer-fall 2011 Strategic Planning Workgroup of the Kern Community College District proposed a new District wide planning cycle that is aligned with the accreditation cycle and a District wide planning process wherein Bakersfield College will develop operational plans for the Kern Community College District wide Strategic Plan and link Bakersfield College's plan to the Kern Community College District's plan. Now adopted by the Kern Community College District Board of Trustees, this plan is the umbrella under which future Bakersfield College strategic initiatives and goals are aligned (I.A.2, I.A.25, I.A.31, I.A.32, I.A.33).

Self Evaluation

Bakersfield College meets this standard.

In preparation for the completion of the accreditation self-evaluation, the Bakersfield College community administered a survey to all employees and another to students



as well as sponsoring two focus groups made up of faculty and community members. Employees were asked if the mission statement was important, if they understood it, if it was relevant to their work and how many times they had heard the mission statement referred to in the last six months. In general, the employees (73 percent) felt that it was relevant to their work. In the student survey, students were asked about how important it is for Bakersfield College to have a mission statement. Eighty-two percent (82 percent) felt it was either very important or important (I.A.20, I.A.21, I.A. 33).

Focus group results validated the need for a mission statement. Further, results show that it is relevant and guides planning, but that the mission statement should be re-visited and that connections with the community should be highlighted. At the November 10, 2011, Board of Trustees meeting, the Board approved the Kern Community College District Strategic Plan and in the spring of 2012 the Renegade 2012 Plan will be updated, including the Bakersfield College Mission Statement (I.A.33, I.A.34, I.A.35).

Actionable Improvement Plans

None

I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The mission statement is central to planning and decision-making at all levels of Bakersfield College. The mission statement provides the foundation for setting College goals. The 2009–2010 Educational Master Plan states, “The implementation of this plan builds on the vision of quality learning and service voiced in our mission statement.” Mission driven institutional planning is led by College Council and the Program Review Committee which serve as Bakersfield College’s master planning committees and which are populated by campus constituency representation. Individual departments, programs, committees, and work groups show connections to Bakersfield College’s mission in their annual program reviews (I.A.10, I.A.18).

The Academic Senate Goals for 2011–2012 include establishing a mechanism to support the mission, vision, and values of Bakersfield College (I.A.36).

The centrality of the mission statement to planning and decision making was illustrated during the recent State budget crisis. Bakersfield College determined that Bakersfield College’s mission would be used as the key criterion for considering budget cuts (I.A.26).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College’s mission is central to institutional planning and decision making with defined goals that support the mission statement. The Assessment Committee assists Bakersfield College in developing institutional outcomes. The institutional outcomes assess Bakersfield College’s attainment of its mission-driven goals. College planning and decision making are aligned to these goals. Data analyses from the institutional outcomes drive planning within the Bakersfield College governance process. Program reviews, student learning outcomes, budget criteria and processes, and institutional planning support the institutional outcomes and are central to further



ensuring that Bakersfield College's processes are aligned to the Bakersfield College mission statement. All program reviews are evaluated and approved through the participatory governance process culminating at Bakersfield College's College Council.

Actionable Improvement Plans

None



Standard I.A. Evidence

- I.A.1 Bakersfield College Educational Master Plan (EMP), 2009-10
I.A.1a Kern Community College District Strategic Plan-Planning Cycle, 2012
I.A.2 Kern Community College District Strategic Plan, 2012
I.A.3 *Bakersfield College Catalog*, 2011-2012
I.A.4 *Bakersfield College Catalog*, 2011-2012
I.A.5 BC Veterans Resource Center Proposal, 7.12.11
I.A.6 Memo to President Chamberlain, July 13, 2011
I.A.7 MESA Program, (<http://www2.bakersfieldCollege.edu/mesa/>)
I.A.8 Electronics CTE Program Review, 2011
I.A.9 STEM Dual Admission and Concurrent Enrollment Program
I.A.10 Annual Program Review Process, 2011
I.A.11 Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report, 2010
I.A.12 Enrollment Yields by Feeder High School
I.A.13 2010 High School Counselor Conference Agenda
I.A.14 College Night, 2011
I.A.15 Online Orientation,
<http://www2.bakersfieldCollege.edu/counseling/gs/online.html>
I.A.16 Academic Success Online Workshop,
<http://www2.bakersfieldCollege.edu/counseling/probation/newprobation.htm>
I.A.17 Recommendations from Distance Educational Task Force
I.A.18 Program Review Instructional Form, 9.2.11
I.A.19 BC Institutional Level Learning Outcomes, English Department Institutional level Assessment
I.A.20 BC Mission Statement Employee Survey
I.A.21 BC Mission Statement Student Survey
I.A.22 Community College Survey of Student Engagement (CCSSE), 2011 Key Findings
I.A.23 KCCD Board of Trustees Minutes, June 2008
I.A.24 College Council Minutes, May 2008
I.A.25 Renegade 2012 Plan, Focus on the Future
I.A.26 College Council Minutes, May 2009
I.A.27 College Council Minutes, May 2010
I.A.28 Student Handbook
I.A.29 Faculty Handbook
I.A.30 About BC webpage, President's message
I.A.31 College Council Minutes, May 2011
I.A.32 College Council Minutes, June 2009
I.A.33 Fall 2011 Mission I.A. Focus Group Results
I.A.34 KCCD Board of Trustees Minutes, November 10, 2011
I.A.35 College Council Minutes
I.A.36 Academic Senate Goals, 2011-2012
I.A.37 Curriculum Committee Minutes, Fall 2005
I.A.38 General Education Student Learning Outcomes
I.A.39 Assessment Committee Training Cycle
I.A.40 Assessment Completion Matrix



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Page 111



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Descriptive Summary

Bakersfield College supports the continuous improvement of student learning and institutional processes through a variety of venues for ongoing dialogue as well as governance/constituency and operational groups. Bakersfield College has implemented multilevel assessment of student learning outcomes at the course and department levels, and has begun assessment of institutional student learning outcomes. Bakersfield College publishes five-year trend data for ten Bakersfield College Core Indicators of Effectiveness as well as course and program level student learning outcome summary information in the Educational Master Plan annual update (I.B.1).

Annual Program Review is a major planning process through which Bakersfield College maintains an ongoing, collegial, self-reflective dialogue about the improvement of student learning and institutional effectiveness. Annual Program Review embeds a program analysis and discussion of strengths, weaknesses, opportunities, and threats leading up to the program goals for the coming year. To support the Annual Program Review planning, institutional data—at Bakersfield College and department levels for traditional and distance education delivery modes—include five-year trends of demographics, course enrollments, productivity, outcomes, and awards. Departmental goals and committee goals align with the annual College goals and committees produce triennial reports to monitor progress toward annual goals (I.B.2, I.B.3, I.B.4).

Bakersfield College understands and embraces the notion of ongoing planning through an annual cycle of program review, budget development, outcomes assessment, and curriculum review. The cyclical planning process for programs and services includes improvement planning and plan implementation. Bakersfield College is making significant progress incorporating evaluation into the major planning processes, having implemented evaluation of the improved Annual Program Review process during 2011–2012 (I.B.4).

Bakersfield College Goals, Planning, Budget, and Review Process

This model represents the cyclical process and relationship between goals, planning, budget allocation, and review; it depicts the multilevel structure for the Kern

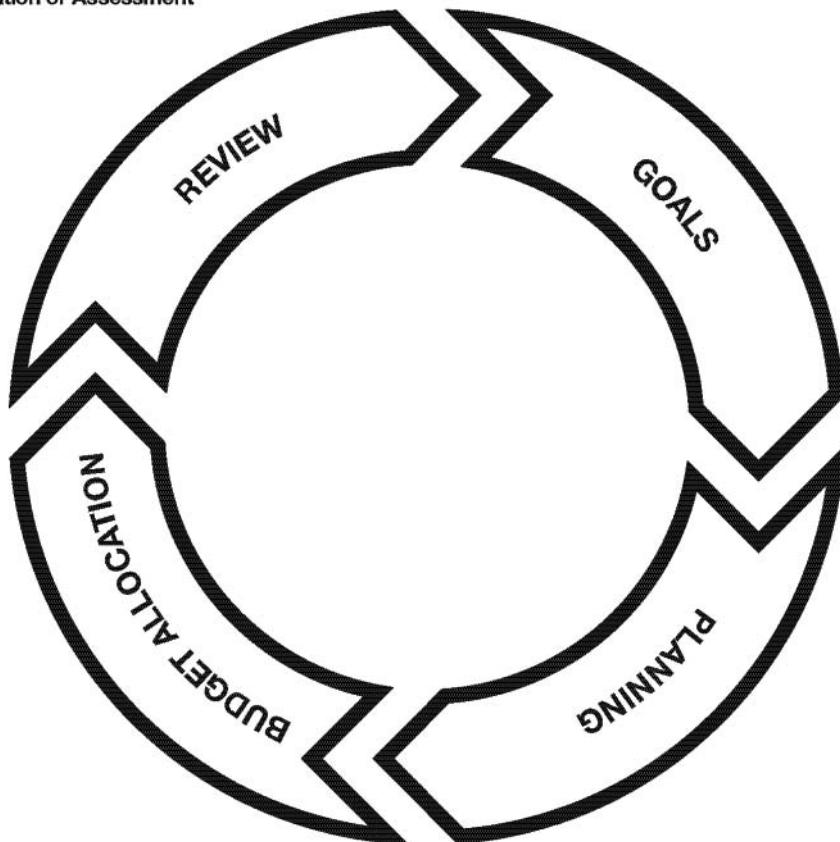


Community College District (macro level), campus, and department/program (micro level). At the micro department/program level, this model illustrates how the new Annual Program Review process establishes goals, leads to planning and budget allocation. Implementation of this annual cyclical process was during 2011–2012 and its assessment began during spring 2012. Departmental goals in the Annual Program Review tie to College Strategic Goals, which support the Kern Community College District Strategic Goals. The Annual Program Review is the planning mechanism that departments use to make budget requests based on an analysis of strengths, weaknesses, opportunities, and threats that lead into an assessment and evaluation of the departmental needs.

Bakersfield College
Goals, Planning, Budget, Review Process

District
Campus
Department/Program
Evaluation or Assessment

District: Strategic Plan
Campus: College Strategic Goals
Department: Annual Program Review



District: Budget Allocation Committee
Campus: Budget Committee
Department: Annual Program Review

District: Strategic Plan
Campus: (data informed) Educational Master Plan, external scan, internal scan, facilities review
Department: Annual Program Review, SWOT



Self Evaluation

Bakersfield College is near completion to meeting this standard.

Actionable Improvement Plan #1

In order to embed multilevel evaluation into the Bakersfield College culture, College Council and the Academic Senate, working with the executive vice president of academic affairs and student services, and the director of institutional research and planning, will develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services by May 2013.

I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Bakersfield College provides a variety of venues for regular dialogue, both collegial and professional, regarding the teaching and learning process, student learning outcomes, and institutional processes. One of the major vehicles with records of the ongoing dialogue about student learning is the collection of minutes used to record what occurs in the campus planning committees. Executive and/or administrative assistants record the minutes and publish them in the public folders in the Exchange email system, which are available to all the Kern Community College District employees. Committees' minutes are evidentiary documents for governance/constituency groups, standing committees, employee groups, operational groups, and interest groups (I.B.5). These groups include:

College Council

In fall 2008, the Bakersfield College president reorganized College Council due to concerns about its effectiveness with over 70 members. Due to its size and composition, there was a tendency for the meetings to be a one-way sharing of information rather than a forum for discussion. The new College Council membership composition is much smaller, with the president and 20 representatives from constituency groups, and according to the *Decision Making Document* "is a formal structure through which many recommendations, input and communication flow." The Council's charge is "to address College wide issues through a collaborative, integrative approach, promoting greater communication that is accessible to the Bakersfield College campus at large, and to facilitate timely and effective decision-making efforts" (I.B.5).

Bakersfield College president chairs the council, and its membership includes representatives from all College constituency groups. There are six administrators on the council: executive vice president of academic affairs and student services, associate vice president of Student Services, one instructional administrator, one student services administrator, the executive director of Administrative Services, and one management association representative. Faculty membership includes: the Academic Senate president, seven faculty representatives, and one Community College Association representative. Classified staff membership includes the California Schools Employees Association president and three classified representatives. In addition, there is one student representative from the Student Government Association (I.B.6).



The Council meets twice monthly during the academic year. Standing agenda items structure dialogue about ongoing processes including committee reports, student success, budget, College wide planning, goals, and other topics of College wide significance. To facilitate College wide dialogue, each constituency group representative is responsible for reporting back to his/her group in a timely and accurate manner and for collecting feedback to report back to the Council. Minutes and agendas are available to all in the public folders on the Bakersfield College email software (I.B.7).

College Council held its first mini-retreat in August 2011 providing members orientation to the new semester. the Bakersfield College president encouraged all to engage in “courageous conversation” about the improvement of student learning and institutional processes, and to actively represent and communicate with the constituent groups at the table (I.B.8).

Governance/Constituency

A number of governance/constituency representative groups have responsibilities to make recommendations to the president through College Council or through direct lines of communication. These groups (taking their authority from various sections of Education Code, Assembly Bill 1725 (AB1725), Senate Bill 235 (SB235) and Title 5) represented on College Council are Academic Senate, College administration, California School Employees Association, and the Student Government Association. Academic Senate minutes document the ongoing dialogue among members in relation to issues regarding student learning and institutional processes (I.B.5, I.B.9).

Standing Committees

Standing committees make recommendations and provide input on relevant issues through their representatives on the following committees or directly to the president. These committees include the following:

- Accreditation Steering Committee
- Administrative Council
- Assessment Committee
- Budget Committee
- College Council
- Commencement Committee
- Committee Co-Chairs
- Curriculum Committee
- Educational Administrators Council
- Enrollment Management Committee
- Equal Opportunity Diversity Advisory Committee
- Equivalence to Minimum Qualifications Committee
- Facilities Planning Subcommittee
- Information Systems and Instructional Technology Committee
- Levan Center Steering Committee
- Matriculation Advisory Committee
- President's Cabinet
- Program Review Committee
- Scholarship Committee
- Staff Development Coordinating Council
- Student Conduct/Complaint Hearing Committee



For each of these committees the *Decision Making Document* has two glossaries that list committee type, membership, and definition as well as committee charge, scope of authority, and composition (I.B.5).

The collection of minutes used to record meetings throughout the academic year is one of the major vehicles for documenting and distributing the dialogues. The location of minutes is in the Bakersfield College Public Folders, and minutes are available directly from administrative assistants upon request (I.B.11, I.B.12, I.B.13, I.B.7, I.B.14, I.B.15, I.B.16, I.B.17, I.B.18, I.B.19, I.B.20, I.B.21, I.B.22, I.B.23, I.B.24).

Employee Groups

Three formal employee groups may provide input on issues affecting working conditions. The Community College Association represents faculty members; California School Employees Association represents classified staff; and the Management Association represents managers. Meeting documentation includes all Community College Association meetings since 2009, selected California Schools Employees Association minutes, and selected meeting summaries from the Management Association representative (I.B.5, I.B.25, I.B.26, I.B.27).

Operational Groups

Operational groups of Bakersfield College provide input directly to the president or through College Council (I.B.5).

Operational groups may include the following:

- Academic Senate
- California School Employees Association
- Institutional Research and Planning
- Facilities Committee
- Faculty Chairs and Directors Council
- Public Information, Bakersfield College Foundation
- Safety Committee

Committee meeting minutes document operational issues and communications and are available in the Bakersfield College Public Folders or directly from administrative assistants responsible for recording minutes (I.B.9, I.B.26, I.B.18, I.B.28, I.B.29).

Campus governance/constituency committees document and distribute meeting dialogue recorded in minutes, and also plan numerous events that promote interdisciplinary collegial dialogue and the improvement of student learning as well as support College goals (I.B.30).

Levan Center

The Levan Center for the Humanities has a steering committee which advises, reviews, and suggests topics for programs and activities of the Center. Center programs promote faculty dialogue about topics that impact student learning and provide opportunities for students to attend a variety of lectures and seminars. The Center hosts visiting scholars who visit classes and give public lectures; those scholars have included an international photographer, a well-known writer, and a world religions scholar. The Center also invites speakers to come for one day and speak three separate times: two presentations during the day and an evening public lecture for students. Thus far, the invited speakers have been prominent writers. In spring 2011, the Center began a Great Books Seminar series for President's Scholars, one seminar to be given for ten students each semester; the



Center provides the books and faculty leaders for the groups. In addition, the Center hosts public lectures about topics ranging from the Civil War to health care for the elderly (I.B.5, I.B.3).

Student Learning Outcomes

One standing committee is the Assessment Committee, which coordinates all student learning outcomes assessment processes. The Assessment Committee restructured in spring 2010 to improve its support to faculty and staff in the development, assessment, and analysis of results for improvement in student learning. This new structure serves Bakersfield College's unique culture. The Assessment Committee co-chairs are a faculty member and an administrator who form a student learning outcome team that works with other faculty and administrators to develop holistic multilevel assessments of course, department, and institutional learning outcomes (I.B.5).

The Assessment Committee started a blog in academic year 2010–2011 to encourage dialogue and communication regarding student learning outcomes and to record successes and share best practices. The blog <http://bc-outcomes.tumblr.com/> provides links to articles, photos of campus assessment events, and articles regarding department efforts. The blog allows feedback and provides individuals and departments the chance to submit items directly for publication (I.B.30).

During spring 2011, the Assessment Committee organized a week-long event entitled "Jazzed about Assessment." Within this week-long event, many smaller events promoted Bakersfield College's assessment efforts. One such activity was a random polling of students about their professors' student learning outcomes, and students got a free slice of pizza if they could name an student learning outcome from a syllabus. Another activity was to interview and videotape students regarding their understanding of student learning outcomes. The culminating event was an Assessment Showcase reception, featuring a jazz combo, food, wine and individual presentations by 24 campus departments. Prizes were awarded for "Best Presentation," "Best Idea I plan to Steal," "Best Assessment Cycle Plan Represented," and "Best Project Display Board Presenters." The goal of the event was to share best practices, highlight the positive efforts in assessment on campus, and provide a forum for celebrating successes in assessment (I.B.33).

In addition to "Jazzed about Assessment," members of the Assessment Committee joined a "Think Tank" on campus in fall 2011. Group dialogue included review of Bakersfield College's spring 2011 Community College Survey of Student Engagement survey results, and discussion about how Community College Survey of Student Engagement results could identify problem issues regarding student learning and engagement. The group decided to explore practices regarding approaches to improve student learning during spring 2012 (I.B.34, I.B.35, I.B.36).

Distance Education

One standing committee that has discussed improving student outcomes through the Distance Education mode is the Information Systems and Instructional Technology Committee. After acknowledging that student success and retention rates in online courses were too low, a work team formed from the Information Systems and Instructional Technology Committee consisting of faculty, staff, and administrators involved in distance education. After looking at research and best practices from other colleges, the team developed the Information Systems and Instructional Technology Committee Recommendations for Online Learning and presented them to the



Bakersfield College executive vice president of academic affairs and student services in spring 2011. One Information Systems and Instructional Technology Committee goal for academic year 2011–2012 is to develop a student flagging system to help detect struggling students enrolled in online courses. The flagging system assists Bakersfield College in achieving its goal of “student excellence” (I.B.37, I.B.38).

In addition to committee events that promote collegial dialogue and the improvement of student learning, the program review process is a formal structure to promote dialogue and support student learning.

Program Review

Program review is a major planning process through which Bakersfield College maintains an ongoing, collegial, self-reflective dialogue about the improvement of student learning and institutional effectiveness. Improvements to the program review process in academic year 2011–2012 added questions to the annual unit plan to develop a comprehensive Annual Program Review for all instructional, student support, and administrative services units. The improvements embed a program analysis and discussion of strengths, weaknesses, opportunities, and threats leading up to the program goals for the coming year (I.B.2, I.B.3).

An improvement to the instructional program data provided by Institutional Research and Planning is the disaggregation of five-year statistics for enrollments, productivity, and outcomes according to delivery modes face-to-face and distance education. These data support the instructional Annual Program Review curriculum section, which compares retention and success rates for face-to-face and distance education courses. The curriculum section also lists any online/distance education (I.B.4).

The other major change in the program review process was to share best practices, ensure coordinated approaches to meeting student needs and increasing student success, and develop an integrated program review on a six-year cycle for groups of programs to dialogue. These groups include Basic Skills, General Education/Transfer, Career and Technical Education, Library and Student Services, and Administrative Services (I.B.24, I.B.39).

In addition to College wide assessment and review, Bakersfield College also values open forums and staff development for communication and training to support student learning.

President's Forums

Bakersfield College president hosts several open forums for Bakersfield College employees and students. On the Friday before the beginning of each semester, a long-standing College tradition is that the president invites faculty, staff, and administrators to an “Opening Day” meeting. The meetings provide a chance for the president to set the focus for supporting student learning for the year, welcome faculty back to campus, share successes, report developments, discuss challenges, and introduce new faculty members and administrators. This meeting also encourages faculty members to reconnect with colleagues (I.B.40).

The president held a closing day convocation spring 2011. In fall 2011 the president began an event specifically focused on the classified staff members. Topics covered were similar to those in the Presidents Opening Day Forum. Also in fall 2011, the president hosted the first President's Scholars Coffee and Conversation Reception to provide an



opportunity for honors students, faculty, and staff to meet and engage in dialogue about student learning and institutional process issues (I.B.41, I.B.42, I.B.43).

Adjunct Orientation

Each semester there is an orientation for adjunct faculty. First-time adjuncts participate in a special session that provides information regarding some of the “nuts and bolts” of working at Bakersfield College. Following this session is a larger “Dinner with your Department” meeting during which the vice president, the associate vice president, and the director of enrollment address all adjuncts and department chairs. Work sessions after dinner help orient adjuncts to the campus with topics focusing on library resources, technology in the classroom, integration of study skills across disciplines, and handling difficult students (I.B.44).

Staff Professional Development

The Staff Development Coordinating Committee offers a variety of professional development opportunities to support the improvement of student learning. In addition to workshops, other offerings that promote dialogue about the improvement of student learning include lunch time discussions on hot topics called “Learning at Lunch,” and on campus special speakers (I.B.45, I.B.46, I.B.47).

In order to provide professional development opportunities that meet the needs of the campus, the Staff Development Coordinating Council conducted a survey of all constituents in fall 2010 and used the results during summer 2011 to plan trainings for academic year 2011–2012. Following each workshop, participants receive an electronic survey that provides the Staff Development Coordinating Council with ongoing feedback regarding the workshop’s effectiveness and suggestions for future trainings. The Staff Development Coordinating Council also held a focus group spring 2011 to provide additional insight into professional development needs (I.B.48, I.B.49, I.B.50).

Student Handbook and Code of Conduct

These manuals communicate to students the processes and services available to support student learning and success and convey expectations for appropriate academic conduct. With colored photos of students and faculty, the *Student Handbook* is an exciting document where students can get information about clubs, support services, resources, and everything else about Bakersfield College. The president’s message of student success meets the reader early in the handbook. In subsequent pages, everyday information, like cafeteria operating hours, and unique offerings, like the club Society of Women Engineers, can be found. Also, information regarding maximum course loads and student fitness are in the *Student Handbook*. The handbook ends with a calendar planner and academic resources like the Periodic Table and MLA formatting guides (I.B.51).

The student Code of Conduct articulates the students’ responsibilities while enrolled at Bakersfield College. In short, the Code of Conduct asks students to respect the institution, its employees, and other students. One of the more prominent issues discussed in the Code of Conduct is that of plagiarism. The Code of Conduct enumerates specific instances classifiable as plagiarism, and then discusses the sanctions for that offense. After establishing the sanction for specific behaviors, the Code of Conduct illustrates students’ appeal process for punishments as well as ways for them to issue their own complaints (I.B.52).



Delano Groups

The Delano Campus of Bakersfield College is a rapidly growing campus in the predominately Hispanic rural city of Delano, 35 miles to the north of Bakersfield. Delano has formed several groups that engage students, employees, and community members in dialogue and activities to support student learning and Delano processes (I.B.53).

Delano Marketing Team

The Delano Campus established a marketing team in March 2008 consisting of faculty and staff. The team facilitates promotion of the Bakersfield College Delano through aggressive advertising and event planning. Events have included parent nights, local business presentations, open houses, school site visits, and registration days.

Delano Campus Program Team

The Delano Campus established this team in April 2008. The committee reviews program and course offerings, student services, student quality of life, and instructor resource requirements. The team makes recommendations to the Delano Campus director and/or the Bakersfield College chairs and department heads.

The Delano Renegade Leadership Council

The Delano Campus recently established this team of eight student volunteers, four community members, two faculty members, and four classified staff members. The committee will replace the Marketing and Program teams, and provide a greater emphasis on student program, service, and support needs.

ENSL Educator Community of Practice

This Community of Practice brings together English as a Second Language Educators. The meetings are information sharing sessions for improving how Delano Campus educates and trains Northern Kern County students with various learning needs: English as a second language, English Language Development, and limited English proficiency. The goal of these educators is that this Community of Practice opens the door for better communication and understanding of the different services that participating organizations provide.

Delano Campus Centennial Celebration Committee

The charge of this committee, in coordination with the Centennial Committee on the Panorama Campus, is to create, organize, and host events on the Delano Campus to commemorate the centennial. The committee will create informative handouts and flyers to share the history of Bakersfield College in hopes of including the surrounding communities in celebration of this landmark accomplishment.

College Participation in District Committees and Processes

Bakersfield College participates in District wide committees and processes led by the Kern Community College District to ensure District wide support for student success through coordinated institutional processes. The committees reflect the Kern Community College District operational functions as outlined in a decision making document developed for the Kern Community College District (I.B.54).

These committees include the following:

- Chancellor's Cabinet
- Chancellor's Consultation Council



- Vice presidents and vice chancellor educational services
- Career and Technical Education deans and associate vice chancellor economic and workforce development
- College information technology managers and vice chancellor operations
- District Institutional Research Team
- Admissions and records directors with District Information Technology staff
- Financial aid directors with District Information Technology staff

The groups engage in dialogue through regular meetings as evidenced by minutes from Chancellor's Consultation Council, vice presidents and the vice chancellor of educational services, admissions and records directors with District Information Technology staff, and the Kern Community College District Institutional Research Team (I.B.55).

Bakersfield College also participates in District wide groups that convene for specific projects. For example, during 2011 seven College representatives including administrators, faculty, staff, and student government served on the Kern Community College District Strategic Planning Committee. Both the committee's process and the final strategic plan reflect institutional engagement in dialogue to support student success. Bakersfield College also provides representatives from all employee groups to join the Budget Allocation Model work group with the District chief financial officer. After identifying issues, the group formed small teams to research and develop recommendations. The entire work group responded and revised recommendations as needed, agreed on the outcomes, and submitted the document to Consultation Council for its review. It then went out to the colleges for review and response. In addition, The Degree Works Implementation Team has been meeting since fall 2011 to ensure consistent, effective district wide implementation of the academic planning program; this team makes a positive impact on counselor workload and allows students to better plan their education (I.B.56, I.B.57).

Self Evaluation

Bakersfield College meets this standard.

Dialogue about student learning outcomes, quality assurance processes, and the institution's goals occurs across Bakersfield College in many settings. The Bakersfield College governance/constituency groups reflect a commitment to an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes as evidenced by the agendas, minutes, and recommendations from these groups. All participatory governance groups have an established membership that includes representation of students, faculty, staff, and administration. Governance groups meet monthly or bi-monthly, and special committees meet on an as needed basis, to accomplish special or time-sensitive projects (I.B.7, I.B.10, I.B.11).

In addition to the formal committees and meetings, there are several other venues for dialogue. Program offerings from the Levan Center for the Humanities Center promote faculty dialogue about topics that impact student learning, and provide opportunities for students to attend a variety of lectures and seminars. Faculty and administrators gather informally on a regular basis during the lunch hour and discuss educational and College issues. These discussions include topics such as correct placement of students in courses, the lack of student preparedness for College coursework, the lack of student engagement in class, recent research in education, and emerging technology. As a result of findings from the spring 2011 Community College Survey of Student Engagement,



faculty have formed a “Think Tank” that discussed classroom strategies to improve and studied interventions during spring 2011 (I.B.34, I.B.36).

Program review is a major planning process through which Bakersfield College maintains an ongoing, collegial, self-reflective dialogue about the improvement of student learning and institutional effectiveness. This dialogue includes the use of data and research to evaluate student learning. The most recent improvement in institutional data that supports this dialogue disaggregates five-year statistics for enrollments, productivity, and outcomes according to delivery modes face-to-face and distance education (I.B.4).

An accreditation survey conducted fall 2011 included questions for employees as well as separate questions for students. The employee survey asked participants to rate their agreement with three statements relevant to Standard I.B.1. More than 80 percent of employees agreed that faculty, staff, and administrators engage in collegial discussions about student learning, and more than 70 percent of employees agreed they understand the purpose and role of Bakersfield College’s College Council. However, only 64 percent of employees agreed they understand the decision making process at Bakersfield College. Thus, while there is moderately strong understanding College wide about College governance and decision-making, there is very strong campus wide agreement that College staff engage in ongoing dialogue about student learning (I.B.58).

The student accreditation survey asked students about institutional effectiveness of Bakersfield College from the student perspective. Students rated their agreement with seven statements related to Standard I.B, and more than 60 percent of students agreed with each statement. Student agreement that “Bakersfield College (... faculty, staff, administrators ...) provide me with current and accurate information to help me reach my goals” for each employee group was 76 percent for faculty, 72 percent for staff, and 68 percent for administrators. Overall, students are very satisfied with the help they receive in obtaining information to reach their goals.

Similarly, students are very satisfied with instructional delivery at Bakersfield College. Regarding the statement “in general, instructional methods at Bakersfield College are compatible with my learning needs,” 80 percent agreed. However, student agreement with the three following statements declined ten-20 percent: 71 percent know where to find information concerning students’ rights and responsibilities; 67 percent know where to find information concerning Bakersfield College’s student services, student government, etc.; and 60 percent think Bakersfield College clearly states and publicizes the role of students in College governance. Overall, the student perspective is positive about instructional methods and institutional processes at Bakersfield College.

Actionable Improvement Plans

None



I.B.2. *The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Descriptive Summary

College Goals

The Bakersfield College Strategic Plan 2007–2012, also known as Renegade 2012, developed seven strategic initiatives based on stakeholder input during the planning process. Each year Bakersfield College develops seven annual goals that align with the strategic initiatives and focus College wide work for the year. College goal discussion is a standing item on Bakersfield College’s College Council agenda as evidenced in College Council minutes (I.B.59 I.B.7).

During fall of 2010, College Council created the Bakersfield College Goals Work Group comprised of College Council members responsible for recommending annual College Goals and gathering feedback on the previous year College Goals. The work group created a survey to address College goals as well as which departmental activities completed goals in their areas. Following survey collection, survey data were themed and compared to the previous year’s College goals. Goal development also incorporated the draft version of the Kern Community College District strategic initiatives for the new the Kern Community College District strategic plan beginning implementation in 2011–2012. Also in 2011–2012, the revised Annual Program Review process will play a major role in Bakersfield College goals development. Bakersfield College Goals Work Group obtained feedback about the goal development process in spring 2012 (I.B.59, I.B.60).

Department Goals

Department/unit goals are set in the Annual Program Review, which is the primary mechanism for departmental planning informed by outcomes assessment and program data as well as an analysis of strengths, weaknesses, opportunities, and threats. The Strengths, weaknesses, Opportunities, Threats analysis embedded in the Annual Program Review clarifies the degree to which goals are met, since the articulation of outcomes achieved is in the program’s strengths section, and outcomes not achieved are in the program’s weaknesses section. In addition, instructional units include curriculum review in planning annual goals. Each goal must identify its relationship to budget decision criteria, which includes the annual College goals. For each goal, the department must develop an action plan and timeline for accomplishing the goal (I.B.2).

In addition to alignment of program review with College goals, the budget development process assures alignment of budget requests with mission and goals. For each item in the budget worksheet, the budget manager must indicate alignment with: Community College Core Mission number, Bakersfield College Mission Statement number, and Bakersfield College Strategic Initiative number (I.B.61).

Committee Goals

In August 2011, the Committee Co-Chairs agreed to begin an annual progress reporting process to College Council and Academic Senate on the committees’ progress toward



meeting goals. The report includes committee accomplishments, alignment of committee goals with College goals and the Kern Community College District strategic plan initiatives, and progress toward achieving goals (I.B.8, I.B.56).

Each committee, and also College Council and Academic Senate, submits a progress report to the president's office three times during the academic year. The first report, due in September, sets goals. The second report, due in December, is a mid-year report outlining progress made to date. The third report, due in April, is the year-end list of accomplishments and strategy for the following year. Copies of the reports go to College Council, Accreditation Steering Committee, and Academic Senate (I.B.30).

College Council summarizes the committee goals in two ways. A one-page summary matrix lists the committees in the first column and goals in the next seven columns, and checks which committee is working on each College goal. Following the summary, for each College goal there is a list of specific committee goals. This progress assures that there is little or no duplication of committee effort and that each committee focuses on its charge (I.B.62).

Bakersfield College wide summary of progress toward committee and College goals provides useful information for decision-making. One example of committee work that informed College in distance education resulted from work by the Information Systems and Instructional Technology Committee. After acknowledging student success and retention rates in online courses were too low, an Information Systems and Instructional Technology Committee work team formed consisting of faculty, staff, and administrators involved in distance education. After looking at research and best practices from other colleges, the team developed the Information Systems and Instructional Technology Committee Recommendations for Online Learning, and presented them to the Bakersfield College executive vice president of academic affairs and student services in spring 2011. One resulting decision was to have a hiatus on the development of new online courses until Bakersfield College develops better support systems (I.B.37).

Self Evaluation

Bakersfield College meets this standard.

Departmental goals and committee goals align with the annual College Goals as well as the Kern Community College District strategic initiatives. College Goal discussion is a standing item on Bakersfield College's College Council agenda as evidenced in College Council minutes (Goal Development in College Council Minutes 2010–2011). During fall of 2010, College Council created the Bakersfield College Goals Work Group, a subcommittee responsible for recommending annual College Goals and gathering feedback on the previous year College Goals.

The Work Group developed new College Goals for 2012–2015, and a three year process to evaluate and meet those goals has been embedded in the Bakersfield College Strategic Plan draft (I.B.56, I.B.59).

In 2011–2012 the Committee Co-Chairs began an annual progress reporting process to College Council on the committees' progress toward meeting goals. The report includes committee accomplishments, alignment of committee goals with College goals and the Kern Community College District strategic plan initiatives, and progress toward achieving goals (I.B.8).



The accreditation survey for employees conducted fall 2011 included four statements relevant to Standard B.1.2. More than 90 percent of employees agreed their employee role supports the achievement of Bakersfield College's annual goals, and more than 75 percent participate in the creation of their departmental annual program review. In addition, 90 percent of employees agree their department aligns its goals with Bakersfield College's annual goals. However, 70 percent of employees agree that assessment of the Bakersfield College annual goals is regular, with results shared through campus constituencies. Thus, there is moderate employee collaboration in the development of annual program reviews as well as moderate agreement that there is regular assessment of annual goals and sharing of results. However, there is very strong agreement among employees that their employee role supports College goals and that their department goals align with the Bakersfield College goals (I.B.58).

Actionable Improvement Plans

None

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- I.B.3.** *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*
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Descriptive Summary

Bakersfield College is committed to ongoing planning through an annual cycle of program review, budget development, outcomes assessment, and curriculum review. Integration of planning occurs through the processes of annual program review, which includes assessment results from the previous cycle, and resource allocation following submission of the annual program review. Also on an annual cycle is committee planning to support annual College goals. A six-year cycle for integrated program review for groups of programs (Basic Skills; General Education/Transfer; Career and Technical Education; Library and Student Services; and Administrative Services) is in the planning stages following implementation of Annual Program Review improvements during 2011–2012 (I.B.39).

The Annual Program Review is the primary mechanism for departmental planning. It includes an analysis of strengths, weaknesses, opportunities, and threats informed by outcomes assessment and program data, all of which lead to the action plan and goals. The Annual Program Reviews (called annual unit plans before 2011–2012) are included in the Educational Master Plan, which is undergoing revision in 2011–2012 to include a facilities component as part of the Kern Community College District planning cycle (I.B.2, I.B.3, I.B.4, I.B.1, I.B.56).

An annual summary of course and program level assessment for all departments is included in the Educational Master Plan Section III. Bakersfield College wide plan for multilevel assessment at the course, program, and institutional levels is in the Educational Master Plan Appendices 12 through 15. Instructional programs assess selected course-level student learning outcomes within the six-year curriculum review cycle. All instructional and noninstructional departments/units assess at least one



program-level student learning outcome or administrative unit outcome annually. Assessment of institutional-level student learning outcomes began through several pilot studies, and in 2010–2011, the Assessment Committee developed an assessment process and six-year plan to complete general education assessment (I.B.1, I.B.63).

Annual committee planning begins at the end of the academic year during review of committee accomplishments for the year, goals not completed, and strategy development for the next year (I.B.8).

Bakersfield College undergoes a cyclical planning process for programs and services that includes improvement planning and plan implementation. The major components of the Bakersfield College wide cyclical planning process are in the Bakersfield College Planning Processes Timeline, which has undergone refinement annually since its first version in fall 2007. The Planning Processes Timeline is part of the Educational Master Plan Update, Section 1, Roadmap, posted on the Institutional Research and Planning web site (I.B.64, I.B.65).

Some of the major processes that the Planning Processes Timeline includes are: Annual Program Review (formerly called unit plan) development, which begins in early fall; Budget Development in late fall; and review for resource allocation beginning in December. Assessment is ongoing with annual program level assessment plans and results due in spring. Course development occurs in fall and spring, with distance education courses on the same schedule as traditional courses (I.B.65).

Institutional data are available College wide for planning, with several venues for dissemination of data. Institutional Research and Planning at Bakersfield College produces periodic reporting as well as information for ad hoc requests during planning projects. Since fall 2010, District wide reporting from the Kern Community College District Institutional Research has provided a variety of reports that support enrollment management planning for course development (I.B.66).

To inform the annual program review, Institutional Research and Planning produces five-year trend data for all instructional units. The trend data includes departmental and College wide comparisons for:

- Student demographics (headcount, age, gender, ethnicity)
- Summary course information (sections, enrollments per section), productivity (FTES, FTEF, FTES/FTEF)
- Outcomes (retention, success) by delivery mode (traditional, distance education)
- Awards (degrees, certificates)

Each instructional unit receives its trend data in early fall to use in developing the annual program review. Institutional Research and Planning staff provide consultation with the analysis and interpretation of data individually or for groups as desired by chairs and others working with the data (I.B.67, I.B.64)

Since noninstructional units provide student support or administrative support services, program data varies for each of these units, and Institutional Research and Planning provides customized data as requested by the support services units. For example, Extended Opportunity Programs and Services, Cooperative Agencies Resource for Education, and California Work Opportunity and Responsibility to Kids request demographic, course, and awards information for students receiving these services.



Disabled Students Programs and Services requests the demographic, course, and awards data as well as contact data according to disability. Enrollment services records its data, but asks Institutional Research and Planning for formatting assistance. Counseling requests standard institutional data as well as matriculation (the process that brings the student and college into an agreement for the purpose of realizing the student's educational goals through Bakersfield College's established programs and policies and requirements) data, and provides some data that it tracks (I.B.68).

The Institutional Research and Planning web site (http://www.bakersfieldcollege.edu/irp/IRP_Home.asp) houses a variety of institutional reports with periodic updates. The trend data incorporated in the annual program reviews is in the annual Educational Master Plan update. Annual "Course Book" reports information for several College levels including College wide, campus site and distance education, and department by dean, subject, and course. The Institutional Research and Planning web site also includes a variety of reports with Bakersfield College information from state and federal sources (I.B.69, I.B.1, I.B.70).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College implements ongoing planning through an annual cycle of program review, budget development, outcomes assessment, and curriculum review. Also on an annual cycle is committee planning to support annual College goals. Bakersfield College undergoes a cyclical planning process for programs and services that includes improvement planning and plan implementation. Institutional data available at Bakersfield College and department levels to support planning includes five-year trends of demographics, course enrollments, productivity, outcomes, and awards as well as enrollment management reports.

Evaluation of programs and services is a component of the planning process cycle that is improving significantly. During 2011–2012, the Annual Program Review embedded an evaluation of the process that began in 2011–2012. Another significant improvement for 2011–2012 was a budget development plan that improved the budget development process. Evaluation of the budget development process is a 2011–2012 goal of the Budget Committee, with target completion date May 2012 (I.B.4, I.B.71, I.B.72).

The accreditation survey for employees conducted fall 2011 included three statements relevant to Standard B.1.3. More than 85 percent of employees agreed that Bakersfield College is committed to continuous improvements of the student learning process. Nearly 80 percent of employees agreed that Bakersfield College continuously evaluates all courses and programs through ongoing systematic reviews. However, 67 percent of employees agreed Bakersfield College researches and identifies the learning needs of its student population, and provides appropriate programs and support services to address those needs (I.B.58).

Actionable Improvement Plans

None



I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

At Bakersfield College, the primary mechanisms that exist for participation in college planning are through constituent representatives to College Council; participation in a variety of governance/constituency groups or operational groups; and participation in annual departmental program review planning. Defining the composition of governance/constituency groups to include representatives from administration, faculty, classified staff, and students assures the opportunity for broad involvement in planning (I.B.5).

In addition to participation in annual planning, all employees have had the opportunity to participate in College strategic planning. During development of the strategic plan for 2007–2012, the core strategic planning committee held forums at a variety of times and locations which gave all employees the opportunity to become involved in the strategic plan process. All employees had the opportunity to join a task force that received training for gathering stakeholder input and task force teams that developed elements of the strategic initiatives (I.B.73).

Distributing online planning surveys to administration, faculty, classified staff, and students is another mechanism in wide use to assure broad input. For example, in order to plan professional development opportunities that meet the needs of the campus, Staff Development Coordinating Council conducted a survey of all constituents in fall 2010 and used the results during summer 2011 to plan trainings for academic year 2011–2012 (I.B.48).

The Bakersfield College president makes final decisions for resource allocation to help fulfill the Bakersfield College plan. During the decision-making process, the president considers recommendations from constituents. For example, each year the president reviews ranking from the faculty chairs for new faculty. The faculty chairs, in cooperation with their respective deans, develop requests for new faculty positions as part of Annual Program Review. The requests must include success and persistence rates in the department, and must include budget and resource considerations. Each faculty chair briefly presents the case for each position in a Faculty Chairs and Directors Council meeting, chaired by the executive vice president of academic affairs and student services. After the presentations, Faculty Chairs and Directors Council votes to rank the positions in a closed ballot session and shares the ranking with the president (I.B.28).

In the current economic climate with limited resources, the president carefully considers criteria related to the California Community College core mission. The goal is to ensure Bakersfield College will be able to continue to offer a range of courses of sufficient breadth and frequency in the core mission areas of transfer, basic skills, and Career and Technical Education with appropriate student support services so that students can move through programs to earn degrees (I.B.74).

With increasingly limited resources in recent years, Bakersfield College has written grant applications as an alternate means for securing resources. The United States Department of Education awarded a five-year grant to Bakersfield College, referred to



as the “Title III, F, Hispanic-Serving Institutions Science, Technology, Engineering, and Mathematics and Articulation Programs Cooperative Arrangement Development.” The grant focuses on supporting students to transfer from Bakersfield College to four-year educational institutions, including California State University, Bakersfield to complete Science, Technology, Engineering, and Math degree programs. Bakersfield College and California State University, Bakersfield are interested in promoting a cooperative curriculum alignment and integration of services and systems to improve transfer to baccalaureate granting institutions for Hispanic, low income, first-in-the-family to receive a baccalaureate degree, and other underrepresented minority students (I.B.75).

In fall 2011 Bakersfield College, as part of the Kern Community College District membership in a collaborative comprised of San Joaquin Valley districts, received two grant awards. The California Educational Policy Fund, funded by the Hewlett Packard Foundation, awarded a three-year grant for \$750,000 to six Central Valley districts, with West Hills Community College District (WHCCD) as the lead. The purpose is to improve college readiness of students leaving the K-12 system, and it focuses on two areas: alignment of curriculum in English and math between the K-12 and community college, and common placement assessment among the K-12, community college, and California State University system. Projects must focus on and result in policy changes within this system that improve college readiness and student success (I.B.76).

The second grant awarded was the “Trade Adjustment Assistance Act C3T” for approximately \$20,000,000 over three years. WHCCD is the lead and includes a consortium of 11 colleges. The purpose of the grant is to develop innovative approaches to reducing remediation time, time to completion of certificates or degrees, and an increase in completion. The funds will provide enhanced basic skills support in various Career and Technical Education programs with a special emphasis on allied health. Bakersfield College will receive approximately \$2,000,000 over the three-year period to help improve student success (I.B.76).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College has several mechanisms for broad employee and student participation in College planning which include: College Council through constituent representatives; a variety of governance/constituency groups or operational groups and participation in annual departmental program review planning. In addition, all College constituents have had the opportunity to participate in strategic plan development and a planning survey for staff development. The Bakersfield College president makes final decisions for resource allocation to help fulfill the Bakersfield College plan. During the decision-making process, the president considers recommendations from constituents (I.B.5).

The accreditation survey for employees conducted fall 2011 included two statements relevant to Standard I.B.4. Nearly 70 percent of employees agreed that the planning process at Bakersfield College is broad-based. However, responses to the statement, “Bakersfield College allocates necessary resources that lead to improvement of institutional effectiveness” were less favorable since 53 percent of employees agreed, 37 percent disagreed, and ten percent had no opinion. Thus, while most employees believe College planning is broad-based, only half the employees believed resource allocation improves institutional effectiveness (I.B.58).



Actionable Improvement Plans

None

I.B.5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Descriptive Summary

The ten Bakersfield College Core Indicators of Effectiveness are described in the annual Educational Master Plan Update, Section 1: Roadmap to Student Learning, and presented as five-year trends in Section 4: Appendix, and are available to the public on the Institutional Research and Planning web site (I.B.65).

Bakersfield College receives an annual Accountability Report for the California Community Colleges, also posted on the Institutional Research and Planning web site. This report summarizes college progress over time on seven indicators for student progress and achievement as well as basic skills course completion and improvement. The report also contains peer group comparisons so Bakersfield College can compare its results with similar institutions. The entire report containing data for all the California Community Colleges individually and for the system as a whole is posted on the Chancellor's website and is used by the legislature and local boards of trustees as one indicator of quality assurance. Accountability Reporting for the Community Colleges results for the three District colleges are presented to the board annually as required by the State of California (I.B.77).

Also posted on the Institutional Research and Planning web site is the annual federal report from the Integrated Postsecondary Education Data System. Integrated Postsecondary Education Data System is a federal survey system that collects data from nearly 7,000 postsecondary education institutions in the United States. Integrated Postsecondary Education Data System collects institution-level data on students (enrollment and graduation rates), student charges, program completions, faculty, staff, and finances. These data are in use at the federal and state levels for policy analysis and development, and at the institutional level for benchmarking and peer analysis (I.B.78).

Bakersfield College widely communicates its multilevel student learning outcomes assessment plans and results internally and externally. Instructors enter course-level student learning outcome assessment plans and results in curricUNET software, which serves as an assessment data management system for the Kern Community College District colleges that can produce summary reports and interface with other curricUNET planning modules in the future. Summaries of course- and program-level student learning outcomes are included in annual Educational Master Plan Update, Section III, available to the public on the Institutional Research and Planning web site. The entire program-level assessment plans with results are on the Assessment web site (I.B.79, I.B.65, I.B.80).

Bakersfield College is working on the first institutional-level student learning outcome. After completing two pilot studies to evaluate General Education outcomes assessment, Bakersfield College developed a student centered process and formulated a plan to complete General Education assessment within six years. In summer 2011 members of the Assessment Committee and General Education Subcommittee met with English Department representatives to review assessment tools, results, and decisions based



on student work in completing courses that met General Education Outcome A2-Written Communication, and received approval for the work. These results are on the Assessment web site (I.B.81).

Assessments for distance education courses may differ from those for traditional courses. Departments determine equivalency of assessment for the two delivery modes, but results from both modalities are used to inform decisions on instruction. Results for several online surveys to ascertain support for online students have indicated that distance education instructors desired additional training, so both online and face-to-face professional development workshops were presented. In addition, Bakersfield College developed the "Bakersfield College Regular Effective Contact Policy" to ensure student/faculty contact is available at a level that increases student success (I.B.82).

Bakersfield College has developed local assessments for student placement into academic development, mathematics, English, and English as a Second Language courses. The director of enrollment services, Matriculation Committee, and Institutional Research and Planning have worked collaboratively to conduct state mandated validation of assessment tests to assure comparability of alternate placement tests and equity to students according to demographic subgroups. Consequential validity test results for tests administered in academic development, mathematics, English, and English as a Second Language courses in 2005 and 2008 are available publicly on the Institutional Research and Planning website and available internally on the Institutional Research and Planning backup server and Enrollment Services (I.B.83).

In spring 2011, Bakersfield College participated in the Community College Survey of Student Engagement and its companion survey, the Community College Faculty Survey of Student Engagement. The surveys provide information on learning-centered indicators of quality for community and technical colleges nationwide.

The Community College Survey of Student Engagement is an assessment tool that provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. It asks questions that assess institutional practices and student behaviors that correlate highly with student learning and student retention. It also identifies student behavior in and out of the classroom, students' goals, and provides an understanding of external responsibilities that can help Bakersfield College create an environment that can enhance learning, development, and success.

The Community College Faculty Survey of Student Engagement is an online survey of faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time in and out of the classroom. The executive summary, which includes five benchmarks of student engagement, is available to the public on the Institutional Research and Planning website. Detailed results from the surveys are in a group on the InsideBC web site for use by faculty working on a project to develop best practices regarding approaches to improve student learning (I.B.83, I.B.35).

Bakersfield College publishes an annual campus public safety report which presents a description of the Bakersfield College security policies and crime statistics for the most recent calendar year, and is available to the public off the Bakersfield College home web page (I.B.84).



Self Evaluation

Bakersfield College meets this standard.

Bakersfield College evaluates and communicates matters of quality assurance to appropriate constituencies, both internally and externally. Bakersfield College publishes five-year trend data for ten Bakersfield College Core Indicators of Effectiveness in the Educational Master Plan annual update. The Bakersfield College community and board review the annual Accountability Reporting for the Community Colleges and Integrated Postsecondary Education Data System accountability reports. Bakersfield College participated in a national survey of student engagement and its faculty companion Community College Faculty Survey of Student Engagement in spring 2011. The Educational Master Plan, Accountability Reporting for the Community Colleges, and Integrated Postsecondary Education Data System reports as well as Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement results are available to the public on the Institutional Research and planning web site.

Bakersfield College has implemented multilevel assessment of student learning outcomes at the course and department levels, and has begun assessment of institutional student learning outcomes. Course- and program-level assessment summaries are included in the annual Educational Master Plan update. The Bakersfield College assessment web site houses detailed program-level assessment plans as well as the institutional outcomes assessment work (I.B.80).

Bakersfield College has developed local assessments for student placement into academic development, mathematics, English, and English as a Second Language courses, and conducted state mandated research studies to assure appropriate student placement into courses (I.B.83).

The accreditation survey for employees conducted fall 2011 included one statement relevant to Standard I.B.5. Responses to the statement, "Bakersfield College uses assessment results to improve teaching and learning" were: 71 percent of employees agreed, 18 percent disagreed, and 11 percent had no opinion. Thus, there is moderately strong agreement among employees that Bakersfield College uses assessment results to improve teaching and learning (I.B.58).

Actionable Improvement Plans

None

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

Bakersfield College is working to ensure the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying parts of the cycle in need of improvement. During 2010–2011 the Institutional Effectiveness Committee and Accreditation Steering Committee developed modifications for the Annual Unit Plans and six-year Program Reviews. The new plan, vetted through College



Council and Academic Senate, began implementation of an improved Annual Program Review planning process during 2011–2012. Implementation of an integrated program review process for six organizational groups on a six-year cycle is under discussion for implementation in 2013–2014 (I.B.7, I.B.10, I.B.21).

During academic year 2011–2012, the improved Annual Program Review process embedded an evaluation of its process within the form. On the last page of the form for both instructional and noninstructional units, there is a hyperlink to an online evaluation. The instructions are, “Please click the link above that will take you to an evaluation form that asks”:

- What did you find beneficial about this process?
- How can we improve the process?
- Is there anything else you would like to know? (I.B.4)

In addition to embedding evaluation of the process within the program review form, the Program Review Committee reviewed all Annual Program Reviews, including personnel requests. The Program Review Committee developed commendations and recommendations, and identified common trends throughout the program reviews. In addition, the Program Review Committee summarized the processes’ strengths, weaknesses, and opportunities, and developed recommendations for process improvements to implement during the 2012–2013 cycle. The Program Review Committee submitted these findings to Bakersfield College’s College Council, Faculty Chairs and Directors Council, Academic Senate, and Accreditation Steering Committee (I.B.83).

Self Evaluation

Bakersfield College partially meets this standard.

Bakersfield College has made significant improvements in its program review and budget development processes to assure the effectiveness of its ongoing planning and resource allocation. In 2011–2012, Bakersfield College embedded evaluation of the improved Annual Program Review process in its form, and provided a link to the online evaluation from the Annual Program Review web page. Additionally, in 2011–2012 evaluation of the budget development process is a goal of the Budget Committee, with target completion date May 2012 (I.B.4, I.B.72).

The accreditation survey for employees conducted fall 2011 included four statements relevant to Standard I.B.6. Nearly 50 percent of employees agreed that the annual Bakersfield College Goal Setting process through College Council is effective (however, 27 percent had no opinion). Nearly 50 percent of employees agreed that resources allocation is according to the priorities of the annual College Goals through the Program Review process (however, 28 percent had no opinion). Fifty eight percent of employees agreed that research data inform institutional planning decisions, while 64 percent of employees agreed that they understand the major planning processes (e.g., budget allocation, enrollment management, program review, etc.) (I.B.58).

Actionable Improvement Plan #1

In order to embed multilevel evaluation into the Bakersfield College culture, College Council and the Academic Senate, working with the executive vice president of academic affairs and student services, and the director of institutional research and planning, will develop a systematic and comprehensive evaluation of the Bakersfield College planning



processes as well as of the effectiveness in the improvement of instructional programs and support services by May, 2013.

I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Instructional programs use results from assessment of student learning outcomes to make curricular and programmatic improvements that improve student learning. For example, The Family and Consumer Education department reviewed student portfolios and decided to modify the portfolio assignment to improve student understanding as well as refine the portfolio process. The Family and Consumer Education department designed an academic assistance program that would help students with the portfolio project assignments, writing, and organizational skills needed for student success (I.B.85).

Engineering and Industrial Technology students must demonstrate proficiency in safety principles required for industrial employment, so Engineering and Industrial Technology tracked safety results as part of their program assessment plan. Since the Engineering and Industrial Technology programs use different safety assessment tools, Engineering and Industrial Technology decided to standardize safety assessment across all programs by utilizing an Occupational Safety and Health Administration approved tool. The Agriculture department tracked Career and Technical Education employment data and found that its employment rate increased from 60 percent to 70 percent in 2010. However, since this was still below the state negotiated 80 percent level, the department enhanced its internship program to help meet the negotiated level within a few years (I.B.86, I.B.87).

Noninstructional programs make use of administrative unit outcomes to assess effectiveness and use the results to make improvements. Admissions and Records, and Assessment, reviewed placement scores of students retaking the placement exam and found no statistically significant difference in placement levels. To provide more student support in taking the placement exam, test preparation hints are now on the website to aid students. Disabled Students Programs and Services surveyed deaf students and results led to a change in the inservice training of sign language interpreters (I.B.88, I.B.89).

For distance education courses, Bakersfield College participates in a biennial online student survey about distance education from the California Community College Chancellor's Office. Bakersfield College also conducted a survey of online students, from which the results strengthened discussions and informed development of the Bakersfield College Regular Effective Contact Policy for online faculty and students (I.B.88, I.B.82).

Self Evaluation

Bakersfield College partially meets this standard.

The accreditation survey for employees conducted fall 2011 included two statements relevant to Standard I.B.7. To the statement, "the Program Review process led to



improvements in programs and services," 62 percent of employees agreed, 28 percent disagreed, and ten percent had no opinion. To the statement, "Bakersfield College regularly evaluates the effectiveness of its improvement processes," 59 percent of employees agreed, 26 percent of employees disagreed, and 15 percent of employees had no opinion. Thus, a slim majority of employees agree that the program review process leads to improvements in programs and services, or that Bakersfield College regularly evaluates the effectiveness of its improvement processes (I.B.58).

Actionable Improvement Plan #1

In order to embed multilevel evaluation into the Bakersfield College culture, College Council and the Academic Senate, working with the executive vice president of academic affairs and student services, and the director of institutional research and planning, will develop a systematic and comprehensive evaluation of the Bakersfield College planning processes as well as of the effectiveness in the improvement of instructional programs and support services by May, 2013.



Standard I.B. Evidence

- I.B.1 Ed Master Plan 2010-11 update
- I.B.2 Annual Program Review 15 final
- I.B.3 APR SWOT questions
- I.B.4 Annual Program Review Form Example
- I.B.5 Decision Making Document Final 16nov10
- I.B.6 College Council Charge Procedures Membership
- I.B.7 College Council Minutes 2009-2011
- I.B.8 College Council Mini Retreat Minutes 8-11
- I.B.9 Academic Senate Minutes 2009-2011
- I.B.10 Accreditation Steering Comm Min 2020-2012
- I.B.11 Assessment Committee Minutes 2010-2011
- I.B.12 Budget Committee Minutes 2010-2012
- I.B.13 Centennial Celebration Steering Comm Min 2010-12
- I.B.14 Commencement Committee Minutes 2009-2011
- I.B.15 Curriculum Committee Minutes 2009-2011
- I.B.16 EODAC Minutes Documents
- I.B.17 Acad Sen Equivalency Comm Agendas 2009-2011
- I.B.18 Facilities Planning Subcommittee 2009-2011
- I.B.19 ISIT Committee Minutes 2009-2011
- I.B.20 Matriculation Advisory Comm Minutes 2009-10
- I.B.21 Program Review Comm Minutes IEC 2009-2011
- I.B.22 Program Review Committee 2011-2012 to date
- I.B.23 Scholarship Committees
- I.B.24 Staff Dev Coordinating Council Min 2010-2011
- I.B.25 CCA Documents
- I.B.26 CSEA Documents
- I.B.27 Management Rep Meeting Summaries
- I.B.28 Faculty Chairs Directors Council Min 2009-2011
- I.B.29 Public Safety Report - Clery Report 2011
- I.B.30 Collegewide Committee Reports fall 2011
- I.B.31 Levan Center Advisory Committee
- I.B.32 SLO Website Blog
- I.B.33 Assessment Week & CCSSE 1-25-11
- I.B.34 CCSSE Results for Assessment Committee 9-11
- I.B.35 Inside BC Group CCSSE Assessment pic
- I.B.36 Think Tanks workshops fall 2011
- I.B.37 ISIT DE Task Force Recommendations
- I.B.38 ISIT College wide Comm Report fall 2011
- I.B.39 Program Review Process
- I.B.40 Opening Day Forums 2009-2011
- I.B.41 Pres Closing Day Convocation 5-11
- I.B.42 Classified Staff Meeting Fall 2010
- I.B.43 Presidents Scholars Coffee Conversation
- I.B.44 Adjunct Orientation Fall 2010 2011
- I.B.45 SDCC 2011-2012 Workshops-summer fall
- I.B.46 Learning at Lunch
- I.B.47 Special Speaker
- I.B.48 Staff Development Survey Summary Fall 2010
- I.B.49 Workshop Evaluation Results 2011-12
- I.B.50 SDCC Focus Group Main Campus Spring-11



I.B.51	Student Handbook 2011-2012
I.B.52	Student Code of Conduct
I.B.53	Delano Campus Committees Fall 2011
I.B.54	KCCD Process of Decision Making Oct 2011
I.B.55	District Consultation Council Minutes 2010-2011
I.B.56	KCCD Strategic Plan 10-27-11 final
I.B.57	BAM in Consultation Council Min 4-26-11
I.B.58	Accreditation Survey Results All I.B.63 Renegade 2012 Plan Summary
I.B.59	College Goals Task force 1-28-2011
I.B.60	College Council Charge & Clarification of Goals
I.B.61	2012-2013 BC Non-Labor Worksheet 8NOV11
I.B.62	College wide Comms+College Goals fa-11
I.B.63	GE Assessment Administrator email 11-10-11
I.B.64	Planning Processes Timeline 11-12
I.B.65	EMP on IRP web site pic
I.B.66	KCCD Enrollment Update Reports
I.B.67	Instructional Trend Data Example
I.B.68	Support Svcs Trend Data Examples
I.B.69	IRP web site pic
I.B.70	Coursebook on IRP web site pic
I.B.71	BC Budget Development Calendar 2AUG11
I.B.72	College wide Comm Report Budget winter 2011
I.B.73	Renegade 2012 Plan Full
I.B.74	Budget Decision Criteria
I.B.75	HSI STEM 092611 Award Letter
I.B.76	TAAACT Consortium Grants 2011
I.B.77	ARCC Reports on IRP web site
I.B.78	IPEDS reports on IRP web site pic
I.B.79	Curriculum CurricUNET Handbook
I.B.80	Assessment Web Site P-SLOs pic
I.B.81	GE Assessment results form 2010-11
I.B.82	BC Regular Effective Contact Policy FINAL
I.B.83	Survey Results on IRP Web Site
I.B.84	Public Safety Report on About BC web page pic
I.B.85	FACE Child Dev Assessment 2011
I.B.86	EIT Program Assessment 2011
I.B.87	AG Program Assessment 2011
I.B.88	Admiss and Recs AUO Assess 10-11
I.B.89	DSP&S Deaf Svcs Assess Fall 10
I.B.90	Final CCCCO DE 2011 Report
I.B.91	BC Online Student Survey 2008-09
I.B.92	College Council web page pic
I.B.93	DMTF Baseline Eval Results All





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Page 138



Sytlalik Toledo, Bookstore Student Worker
Studying Human Biological Sciences

"My job at the Bakersfield College's bookstore provides me with additional financial support for my education. College is very important to me because it is helping me grow as a person and giving me plenty of opportunities to succeed. My job at the Bakersfield College bookstore has increased my skills, especially my communication skills, and it has made me more comfortable talking to a big crowd of people."

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary

The instructional programs at Bakersfield College have established student learning outcomes for all courses. The departments also determine the need for courses and set the schedule of classes. Bakersfield College continues to implement and reassess program learning outcomes and infuse these outcomes across the disciplines. The Curriculum Committee has established a systematic approach to course/student learning outcome review and faculty members participate in professional development and intradiscipline dialogues to improve teaching and learning. The newly reorganized Program Review Committee and the Assessment Committee provide guidance for program improvement and assure program viability (II.A.56, II.A.73).

Self Evaluation

Bakersfield College meets this standard.

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

Bakersfield College commits significant financial and human resources to meet the needs of its community and students. Courses are offered at the Panorama Campus and satellite locations including the Delano Campus via face-to-face and distance education modalities. Bakersfield College's programs and services remain consistent with its mission through a process of annual meetings and dialogues attended by faculty, students and administration. In addition, Bakersfield College participates regularly in state wide meetings to focus on best practices and actively engages transfer institutions, advisory committees, and local stakeholder groups in dialogues to ensure that all institutional offerings are current and fit the stated mission of the institution.

Self Evaluation

Bakersfield College meets this standard.



The faculty reviews institutional offerings through the instructional departments and the Curriculum Committee process. Each course and program must demonstrate that it is designed to fall into the categories of basic skills, Career and Technical Education or be transfer ready, as well as fit other criteria centered on student success. The Curriculum Committee process of approval and review and the new Annual Program Review ensure that programs and institutional services are of high quality. Instructional programs annually review course offerings and perform a Strengths, Weaknesses, Opportunities and Threats analysis, and student support programs perform this annual review as well. The Annual Program Review allows each program to analyze how course offerings fit Bakersfield College's mission and remain viable to Bakersfield College's varied constituencies (II.A.1.a, II.A.1.b, II.A.2, II.A.3).

Bakersfield College supports the various fields of study and support programs it offers through the Budget Decision Criteria model. This criteria, developed by the Budget Committee co-chaired by the Academic Senate president and College president, directs those making budget recommendations and budget decisions to use relevant data and a list of criteria that focuses on Bakersfield College's mission and goals, and specifically on Bakersfield College's core mission of ensuring that Bakersfield College will be able to continue to offer a range of courses of sufficient breadth and frequency in the areas of transfer, basic skills, and Career and Technical Education with appropriate student support services so that students can move through the program to earn a degree (II.A.4, II.A.1.b).

Of deep concern to Bakersfield College are falling retention and success rates that will severely impact progression and completion rates. In an effort to reverse this trend, Bakersfield College has reinvigorated the Staff Development Coordinating Committee. The committee membership covers all categories of College employees and provides and supports activities that enhance job performance and encourage professional growth and collegiality among all members of the campus learning community. Of special interest to the committee are topics that relate to student success and teaching excellence. The Staff Development Coordinating Council brings experts to campus, finances access to webcasts, and grants scholarships to applicants who wish to attend conferences on best practices in classroom management, distressed students, creating viable student learning outcomes, assessment, and other topics of interest regarding student success. Scholarship recipients must agree to facilitate a workshop on the topic so that the larger College community can learn from the experience (II.A.5, II.A.6, II.A.7, II.A.8, II.A.9).

Actionable Improvement Plans

None



II.A.1.a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

The geographic size of Bakersfield College's service area and the economic challenges of its students demand that Bakersfield College offer courses at sites convenient to students. Course schedules are built around work and life schedules of students, and student educational and individual goals are identified through a variety of means.

Bakersfield College serves a diverse student population from a broad geographic area. Students range from the traditional high school graduate (25 percent of enrolled students in 2010–2011 were 19 years old or younger and 35 percent were 20–24 years of age) to those returning from years in the workforce (14 percent of enrolled students are 25–29 years of age, 14 percent are 30–39 years of age, and the remaining 11 percent are of age 40 and above). Whether students are attending full-time or part-time, a majority frequently juggle family, school and work; with placement testing proving that so many are underprepared academically, Bakersfield College is cognizant of the need to provide learning opportunities in a variety of ways to help students reach their goals. In 2010–2011, 69 percent of incoming high school graduates were placed in a precollege English class, 41 percent were placed in a precollege Reading class, and 67 percent were placed in a precollege Math class. Forty-two percent of students who enrolled for the first time at Bakersfield College in 2010–2011 stated that their goal was a bachelor's degree after completing an associate's degree. Another 20 percent were undecided and the third highest stated goal (9 percent) was to prepare for a new career (II.A.5, II.A.83).

Student educational needs are identified through a variety of means such as, but not limited to, occupational advisory committee meetings, business and industry trends, student surveys, and formal and informal conversations with transfer institutions. The admissions process provides statistics on student educational goals which include options such as obtaining a bachelor of science or bachelor of art degree after earning a community college associate of art or associate of science degree; a bachelor of science or bachelor of art degree without earning a community college associate of art or associate of science degree; a community college liberal arts degree without transferring; a community college vocational degree without transferring; a vocational certificate without transferring; discover/formulate career interests, plans, goals; prepare for a new career; advance current job/career or update job skills; maintain certification or license; personal enrichment; improve basic skills in English, math and/or reading; undecided. The Banner system attaches this information to the individual student, and the information is used in counseling/advising students. Student goals are updated through the matriculation process and allow Bakersfield College to identify changing student needs. Aggregate numbers are housed in the Operational Data Store system and are available for planning purposes (II.A.13, II.A.15, II.A.16, II.A.17, II.A.19, II.A.20, II.A.21, II.A.22).



Bakersfield College meets the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics, and economy of the service area. Bakersfield College conducted an institutional analysis for five-year trends of student educational need and achievement progress disaggregated by sociodemographic and educational characteristics for academic years 2006–2007 through 2010–2011. The document titled Summary of Student Achievement Trends in the Appendix includes a detailed summary with graphs and data tables.

Incoming Students

Institutional data for incoming students included: assessment placement in English, reading, and mathematics; educational goals; and completion of matriculation requirements for assessment, orientation, counseling, and educational plan. Incoming students for the study were high school graduates who enrolled in Bakersfield College within three months of their high school graduation and took at least one assessment test. Placement into precollege English and mathematics increased over the five-year period to nearly 70 percent overall, with corresponding increases by gender, ethnicity, and socioeconomic status. There was a small increase for placement into precollege reading during 2008–2009 to 2010–2011; overall, more than 40 percent of students placed into precollege reading.

About 50 percent of students declared their educational goal to be a bachelor's degree. During the five years, the "bachelor's degree" goal decreased four percent, while "undecided" increased eight percent. Completion of the four matriculation requirements varied over the five-year period. Assessment completion increased to 78 percent, and orientation completion increased to nearly 70 percent. Counseling completion remained about the same at nearly 60 percent. Completion of an education plan decreased from 18 percent to 14 percent.

Enrolled Students

Institutional data for enrolled students included annual headcount enrollment by demographics (age, gender, ethnicity, and socioeconomic status) as well as full-time or part-time enrollment status. Persistence of students from term to term included total number persisting with disaggregation by demographics. Course completion statistics included retention and success rates College wide and for basic skills, Career and Technical Education, and liberal studies/transfer courses. In addition, disaggregation of retention and success rates (College wide, basic skills, Career and Technical Education, and liberal studies/transfer courses) was by campus location, delivery mode, and demographics. Student progressions through basic skills sequences starting at the lowest level as well as one level below transfer level included English, mathematics, and reading course sequences. Student completion outcomes also included awards and certificates, overall and by program, followed by student transfers to four-year institutions.

Student headcount enrollment on Census Day increased to nearly 30,000 students in 2008–2009; however, there was a nearly seven percent decrease to 27,700 by 2010–2011 due to state mandated workload reductions. During the five-year period, there were increases in the following demographic groups of students: the largest age group of students, age 20–24, increased to 35 percent; male students increased to 45 percent; and Hispanic students increased to 51 percent. Students awarded financial aid increased 13 percent, with 58 percent of students awarded aid in 2010–2011.



Enrollment status changed very little, with part-time students decreasing to 70 percent and full-time students increasing to 30 percent. Student persistence for fall to spring increased four percent overall. The persistence trends for demographic groups varied: within age groups there was little change; females decreased to 55 percent; and Hispanic/Latino students increased to 53 percent, while White students decreased to 31 percent. Persistence by socioeconomic status revealed a clear trend over the five-year period, with persistence of students awarded financial aid increasing 11 percent, from 55 to 66 percent.

Retention College wide was 88–89 percent in 2006–2007 and 2007–2008, declining to 82–84 percent beginning summer 2008, due a change in the retention rate calculation. (Note: beginning summer 2008, dropped enrollments between Census Day and the last day to drop without receiving a withdrawal (30 percent date) were included in the denominator (resulting in a larger denominator and smaller rate.) Retention patterns were similar for basic skills, Career and Technical Education, and liberal studies courses, with higher rates for the Career and Technical Education courses and lower rates for the basic skills courses. Similarly, success College wide was 69 percent in 2006–2007 and 2007–2008, declining to 64–66 percent beginning summer 2008; success patterns were similar for the three course classifications, with the highest rates for Career and Technical Education courses, and the lowest rates for basic skills courses over the five-year period.

Success and retention rates by campus were highest for apprenticeship classes and Shafter-WESTEC classes; rates were lowest for distance education both ITV and online. Success and retention rates by campus category revealed similar trend patterns for the Bakersfield Panorama campus, Delano Campus Center, and other campus centers, with rates for basic skills about two percent lower than College wide , and Career and Technical Education higher than College wide . Success and retention rates by delivery mode, traditional compared to distance education, indicated retention for traditional delivery was about ten percent higher, and success for traditional delivery was about 15 percent higher. Success and retention rates were higher for the following student demographic groups: in basic skills courses, rates were six to seven percent higher for females, whereas in Career and Technical Education courses rates were one to two percent higher for males; students 30 and older; Asian/Filipino/Pacific Islander students; and students not awarded financial aid.

Evaluation of student cohort progressions from their first college term included successful completion of course sequences in English, mathematics and reading for seven terms. For student progressions from the lowest level basic skills course through the transfer level course, seven percent completed English, 17 percent completed reading, and none of the students completed the mathematics sequence. For student progressions starting at one level below transfer level, nearly 20 percent completed English, eight percent completed mathematics, and 38 percent completed reading courses successfully.

Student completion outcomes for 2006–2007 to 2010–2011 included awards (associate of art or associate of science degree) and certificates (Certificate of Achievement or Job Skills Certificate), overall and by program, followed by student transfers to four-year institutions. Total Career and Technical Education awards in the areas of agriculture, allied health, business, computer studies, family and consumer education, and industrial technology declined more than ten percent. Total Liberal Studies/Transfer awards in the education/general studies, fine and performing arts, language/communication,



mathematics and science, public safety, and social/behavioral sciences declined 20 percent. Transfers to four-year institutions decreased more than ten percent.

Graduates

Bakersfield College records licensure certification and examination pass rates for three allied health areas, registered and vocational nursing, and radiologic technology. The number of students taking the California Board of Registered Nursing NCLEX examination increased from 95 in 2006 to 125 in 2010 with pass rates ranging between 88 percent and 93 percent. The number of students taking the California Board of Vocational Nursing BVNPT licensure examination increased from 21 in 2006 to 28 in 2010 with pass rates ranging between 80 percent and 100 percent. The number of students taking the American Registry of Radiologic Technologists (AART) certification examination was 21 in 2006 and 2010, with fewer 2007–2009, and all pass rates were 100 percent.

Self Evaluation

Bakersfield College meets this standard.

Compass tests are used to identify students who are underprepared in English, reading and math. Counselors then advise these students to take appropriate basic skills courses to ready them for the rigors of college level academic and vocational courses. Specific programs are developed and implemented to answer the needs of this growing population of students. For example, due the growing number of underprepared students, and research that indicates low success rates for lower level basic skills courses, Bakersfield College has begun to explore and implement responses to this challenge such as learning communities and accelerated basic skills combination classes that meet twice as frequently.

The California Benchmarking Project was initiated in 2007 in order to help increase the number of community college students, particularly African Americans and Latinos, who successfully complete their first transfer-level course. Using data from this project, Bakersfield College discovered that the overall successful completion rates were much lower for English 50 (one level below transfer) and English 60 (two levels below transfer) than for English 1A (transfer). The report also determined the completion rates of students who began the composition sequence in ACDV 68 (three levels below transfer). The cohort entered ACDV 68 in fall 2003 and was followed for ten terms until spring 2007. Only 3.4 percent of students successfully completed the sequence by earning a passing grade in the transfer-level course (ENGL 1A) within ten terms (II.A.23).

As a result of this data, the English department has begun to explore ways to increase the number of students who complete the series. The first project has been an accelerated course where two courses (ACDV 68 and ENGL 60) are taught in one semester to the same group of students. The class meets twice as often so that one course is completed in eight weeks rather than 16, allowing the students to finish two courses in 16 weeks rather than one course. The spring 2011 results were promising. In spring 2011, the retention rate for the ACDV 68 portion of the course was increased by 2.8 percent and the success rate by 22.3 percent. For the ENGL 60 portion, retention increased by 20.2 percent and success by 10.2 percent. The benchmarking data also showed lower success rates for certain ethnic groups which has renewed interest in learning communities such as Umoja and Puente, but these discussions are only in the very early stages (II.A.24).



The Math Benchmarking Project data showed similar patterns. Of the students who began in MATH 50 (3 levels below transfer), only 2.2 percent had successfully completed one of the transfer-level courses within ten terms. A compressed math course was piloted in fall 2011 as a result of this data. The Academic Development department continues to offer a series of three-week courses (ACDV B70) that cover critical College skills of time management, textbook reading, note-taking, vocabulary, test taking, and memory. These courses have been offered since the formation of the department many years ago. Each class is offered in either two class meetings/week or in a single longer meeting/week in order to fit student schedules (II.A.25, II.A.26.a, II.A.26.b).

In the 2006–2007 and 2007–2008 academic years, Bakersfield College participated in the Foundations of Excellence in the First College Year, a national institute that provides two-year and four-year colleges with a means to evaluate and improve the new student experience. More than 40 action items were developed in 2006–2007 and \$71,500 was allocated in 2007–2008 among 12 teams to address 12 action items including: determining Bakersfield College's first year student educational philosophy and institutionalizing College wide discussions of issues affecting first year students, piloting four department-based half-day orientation sessions, evaluating and documenting the effectiveness of student learning outcomes in the top five courses students take in their first 30 units (Health Ed B1, History B17A, English B60, Psychology B1A, Communication B1) and Math BA, developing of a first year student success course, championing a true “Renegade” student culture that fosters student engagement, and creating a faculty orientation guide that includes discussion of the needs particular to first-year students (II.A.27, II.A.28, II.A.29, II.A.30, II.A.31).

Recognizing that developmental students are in college level transfer and career/technical courses as well as in developmental courses, Bakersfield College worked with the National Center for Developmental Education in 2007 to assess Bakersfield College's developmental classes, programs, and services in order to increase student success in all of the courses. As a result of this and work in the Foundations of Excellence, the Student Success Initiative Team in the Foundations of Excellence created a set of one-hour workshops in fall 2008 under a “Critical Academic Skills” umbrella that are now offered throughout the academic year at different times of the day in order to fit student schedules. Fall 2008 also marked the beginning another product of the National Center for Developmental Education and Foundations of Excellence work: the four-week ACDV B55 course that is specially targeted to the first-year student. The course introduces Bakersfield College's academic, social, and physical environments and promotes personal development necessary for student success. Another result of the National Center for Developmental Education assessment and the work of Foundations of Excellence is the creation of The Bakersfield College Writing Center. After careful study in 2010–2011 of what worked and what did not work in writing centers at other colleges, the Bakersfield College Writing Center opened in fall 2011 to provide writing tutoring by professional writing tutors and also access to diagnostic and remediation software. Experience gained in evaluating the effectiveness of student learning outcomes in the top five courses and Math BA has been used in improving the assessment efforts College wide by the Assessment Committee. The Bakersfield College Faculty Handbook was updated in 2009 to include discussion of the needs of today's students and updated again in summer 2011. The “Renegade” student culture action team of Foundations of Excellence created a visually-pleasing short-term website with information about campus clubs and events and tips for success including video testimony from successful students. Finally, Bakersfield College implemented the African American Male Mentoring



program in February 2012 serving African American male students by providing tutoring sessions, lectures, workshops, and focus groups (II.A.32, II.A.33, II.A.34, II.A.35, II.A.36, II.A.37, II.A.38, II.A.39).

Actionable Improvement Plans

None

Student Educational Need and Achievement Progress

Bakersfield College meets the varied educational needs of its students through programs consistent with their educational preparation and diversity, demographics, and economy of the service area. Bakersfield College conducted an institutional analysis for five-year trends of student educational need and achievement progress disaggregated by sociodemographic and educational characteristics for academic years 2006–2007 through 2010–1011.

Incoming Students

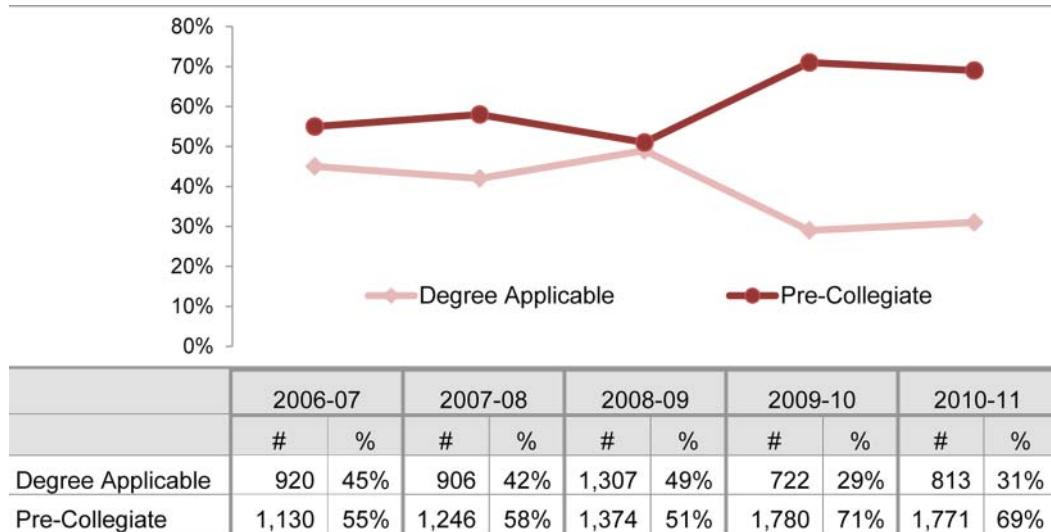
Institutional data sources for incoming students include: placement levels from assessment tests in English, reading, and mathematics; educational goals; and completion of matriculation requirements for assessment, orientation, counseling, and educational plan. Incoming students for this data summary are high school graduates who enrolled in Bakersfield College within three months of their high school graduation and took at least one assessment test.

English

The trend for placement into precollege English courses changed in fall 2009 following reclassification of Introduction to College Composition (ENGL B50) from degree applicable to precollege, and discontinuation of Introductory Composition (ENGL B1). Prior to fall 2009 more than 50 percent of incoming high school graduates placed into precollege English, whereas since fall 2009 about 70 percent of incoming students placed into precollege English.



Figure 1a: English Placement Level of Incoming High School Graduates^{1,2}



¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

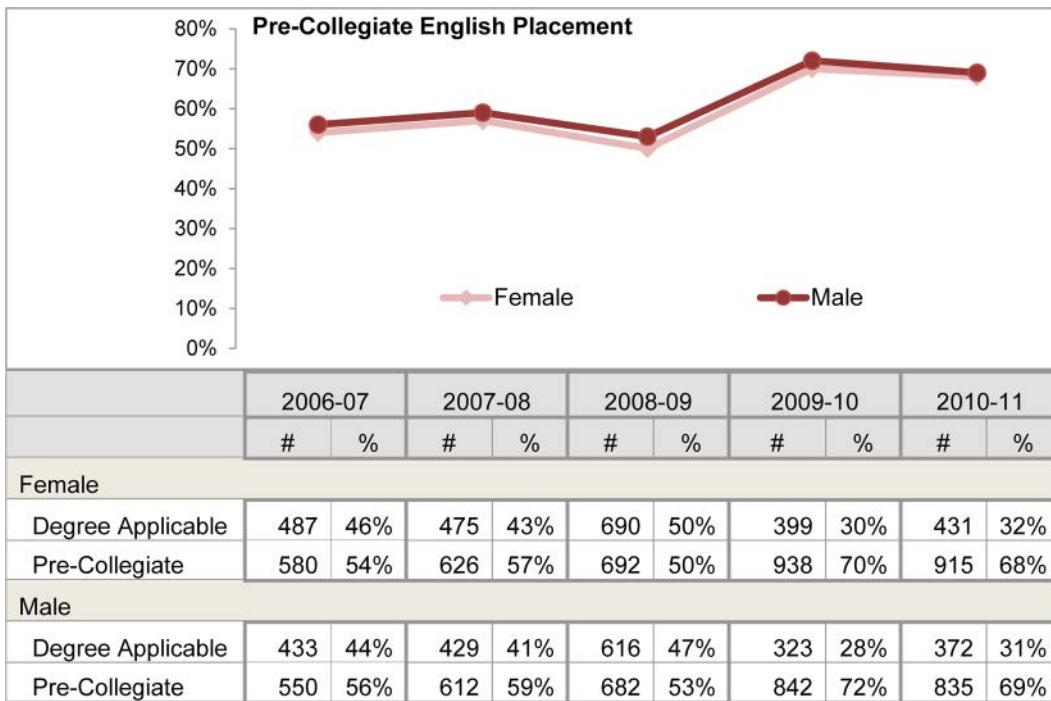
² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.

English placement for incoming high school graduates disaggregated by gender, ethnicity, and socioeconomic status for the five-year period from 2006–2007 through 2010–2011 indicate:

- Similar trends for females and males, with about two percent more males than females each year placing into precollege English (Figure 2a)
- Since fall 2009 more than two-thirds of African American, Asian/Filipino/Pacific Islander, and Hispanic/Latino students placing into precollege English (Figure 3a)
- Similar trends among financial aid recipients, with about 15 percent or more students awarded financial aid than not awarded aid placing into precollege English each year (Figure 4a).



Figure 2a: English Placement Level of Incoming High School Graduates by Gender^{1,2}

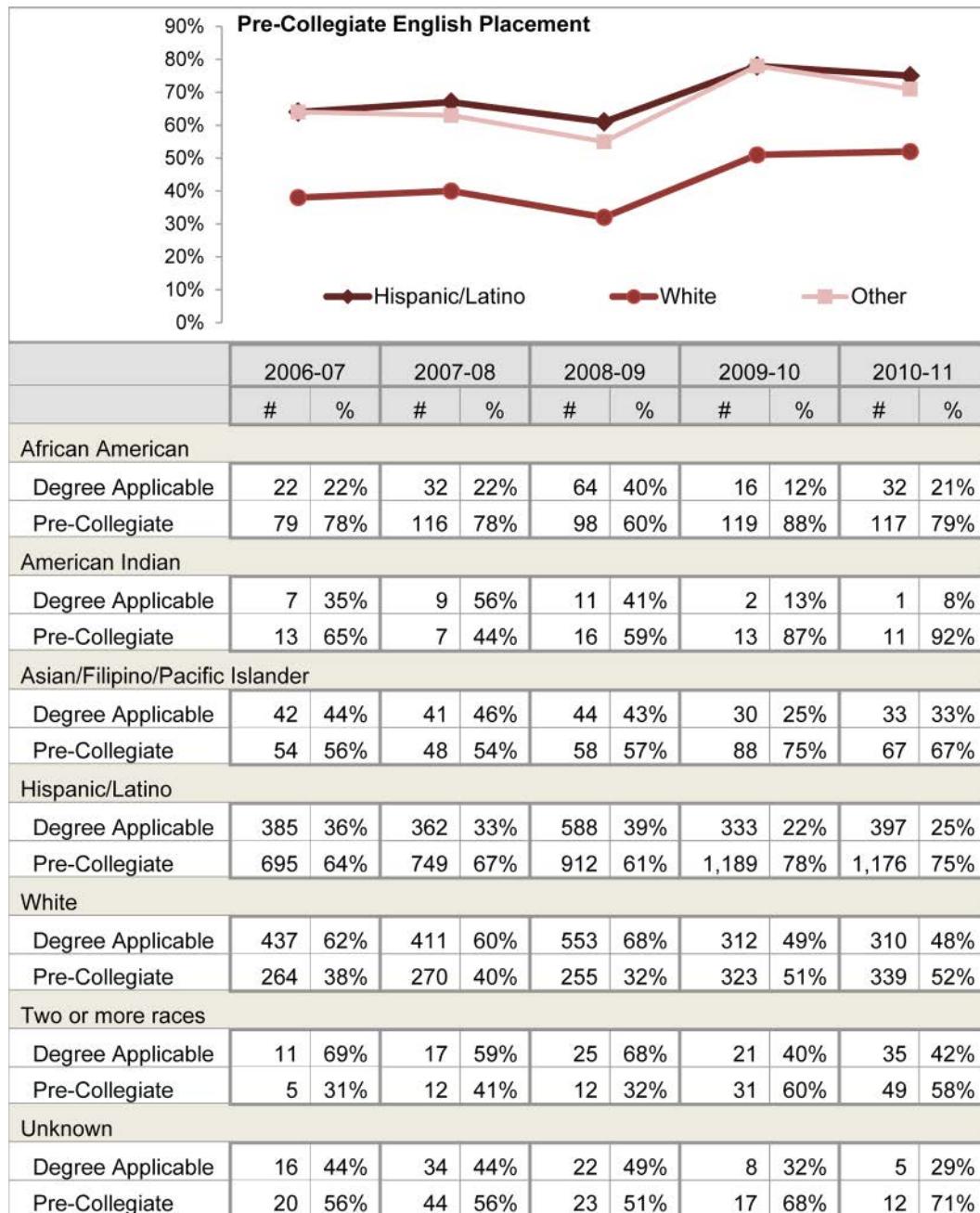


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 3a: English Placement Level of Incoming High School Graduates by Ethnicity ^{1,2}

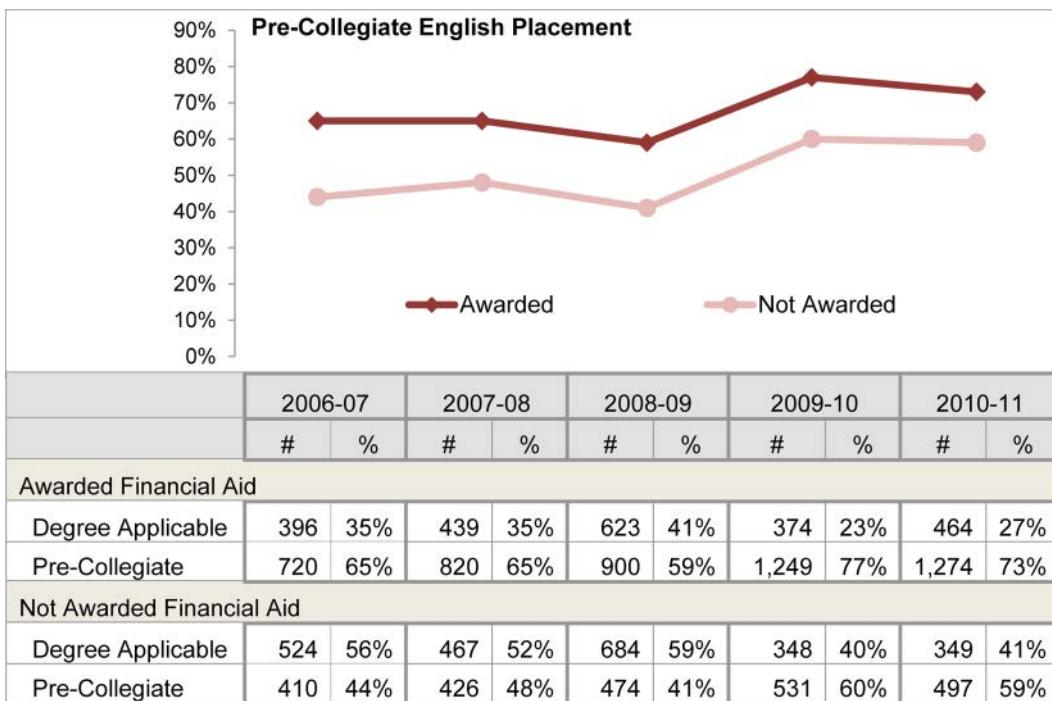


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 4a: English Placement Level of Incoming High School Graduates by Socioeconomic Status^{1,2,3}



¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.

³ **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.

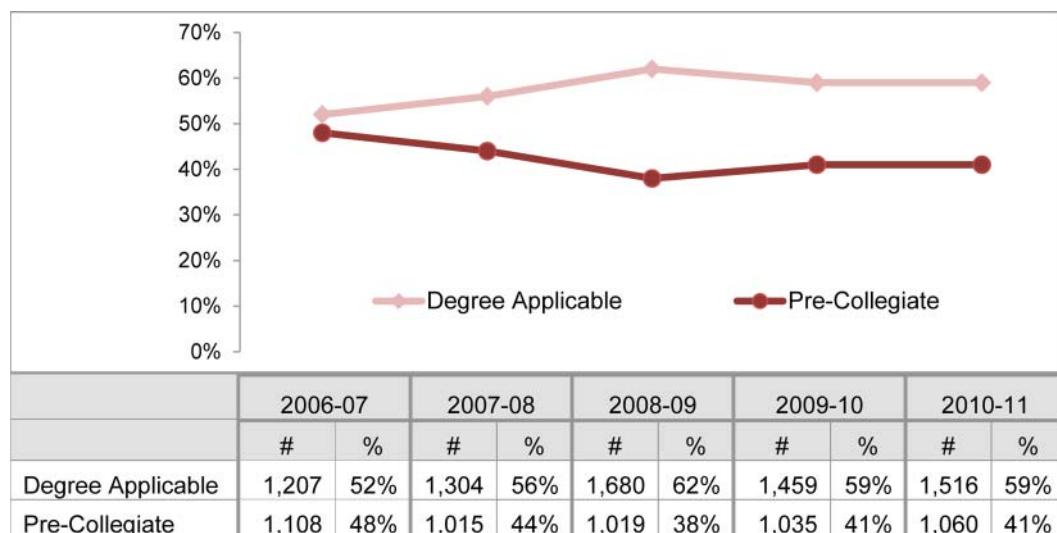


Reading

Placement into precollege reading courses is decreasing overall and by gender, ethnicity, and socioeconomic status; however, the trends indicate the largest decrease from 2006–2007 to 2008–2009 with a slight increase from 2008–2009 to 2010–2011 as follows:

- A seven percent overall decrease for the five-year trend; however, for the first three years the decrease was ten percent, from 48 percent in 2006–2007 to 38 percent in 2008–2009, followed by an increase to 41 percent during the subsequent two years (Figure 1b)
- More females than males placing into precollege reading each year, with a similar decreasing pattern from 2006–2007 to 2008–2009 and an increase of three–five percent since 2008–2009 (Figure 2b)
- Placement into precollege reading by ethnicity indicated the highest percentages among American, Asian/Filipino/Pacific Islander, and Hispanic/Latino students over the entire period (Figure 3b)
- More students awarded financial aid placing into precollege reading each year, with a similar decreasing pattern from 2006–2007 to 2008–2009 and a slight increase of one–two percent since 2008–2009 (Figure 4b).

Figure 1b: Reading Placement Level of Incoming High School Graduates ^{1,2}

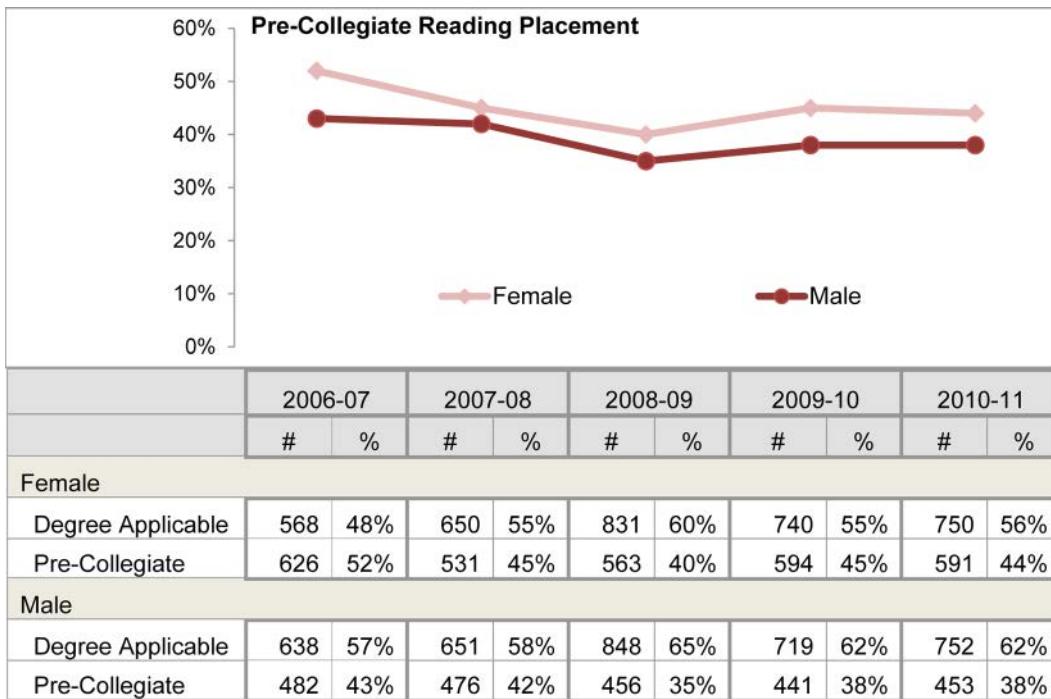


¹ Incoming High School Graduates: Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² Placement Level Changes, Effective Fall 2009: MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 2b: Reading Placement Level of Incoming High School Graduates by Gender ^{1,2}

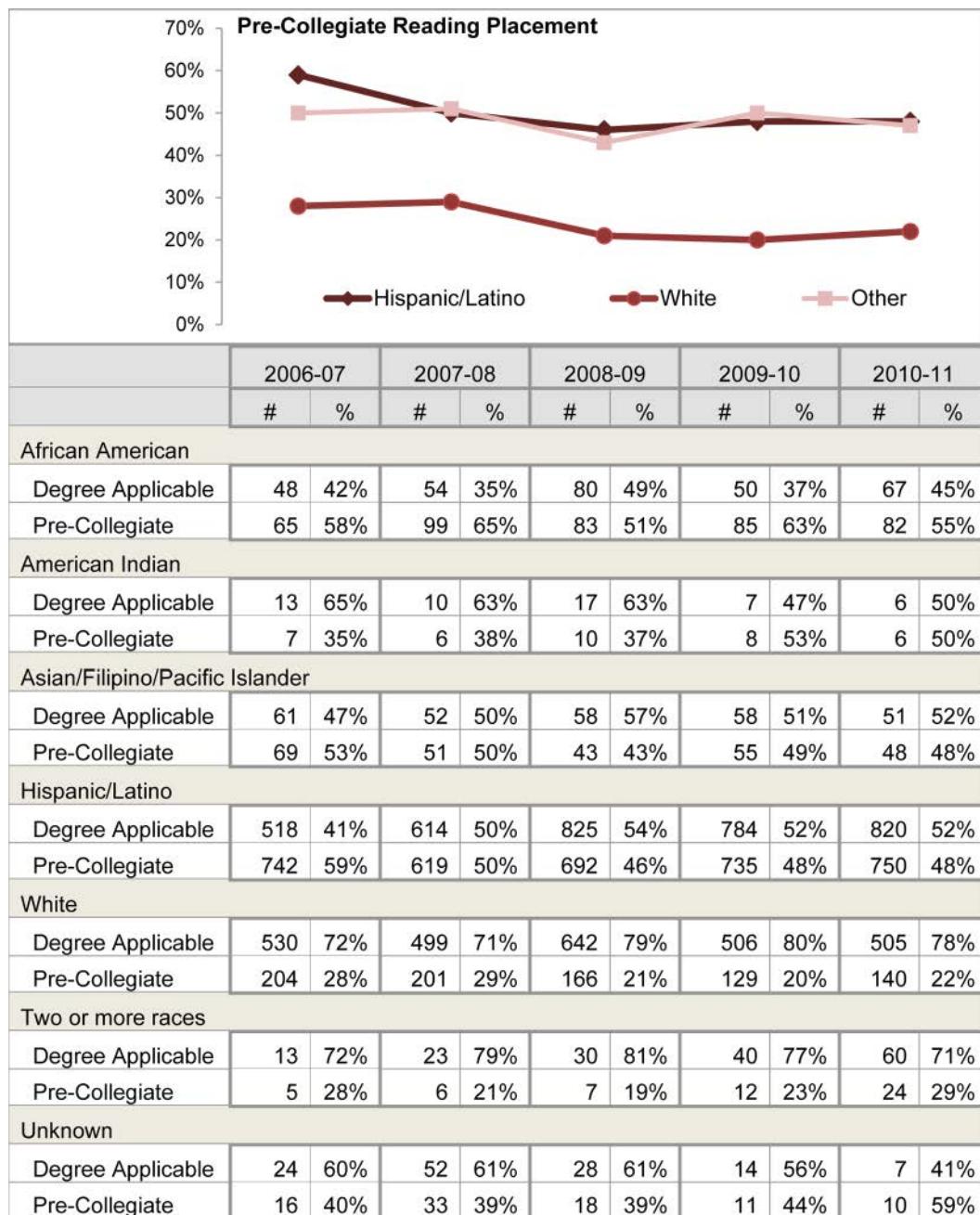


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 3b: Reading Placement Level of Incoming High School Graduates by Ethnicity ^{1,2}

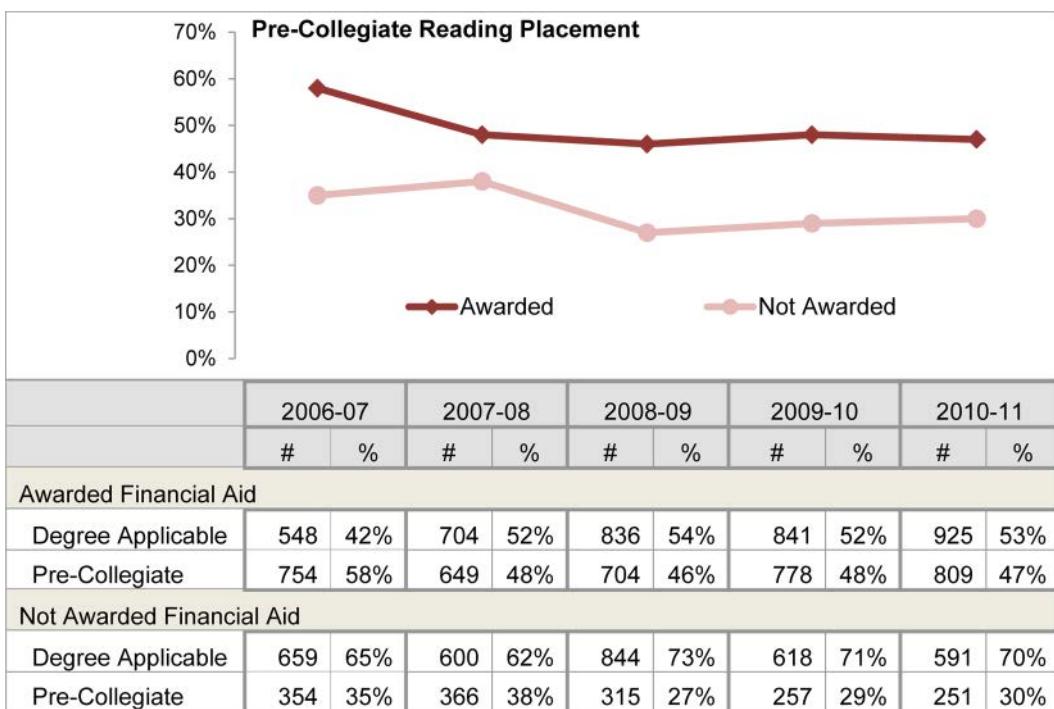


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 4b: Reading Placement Level of Incoming High School Graduates by Socioeconomic Status



¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.

³ **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.

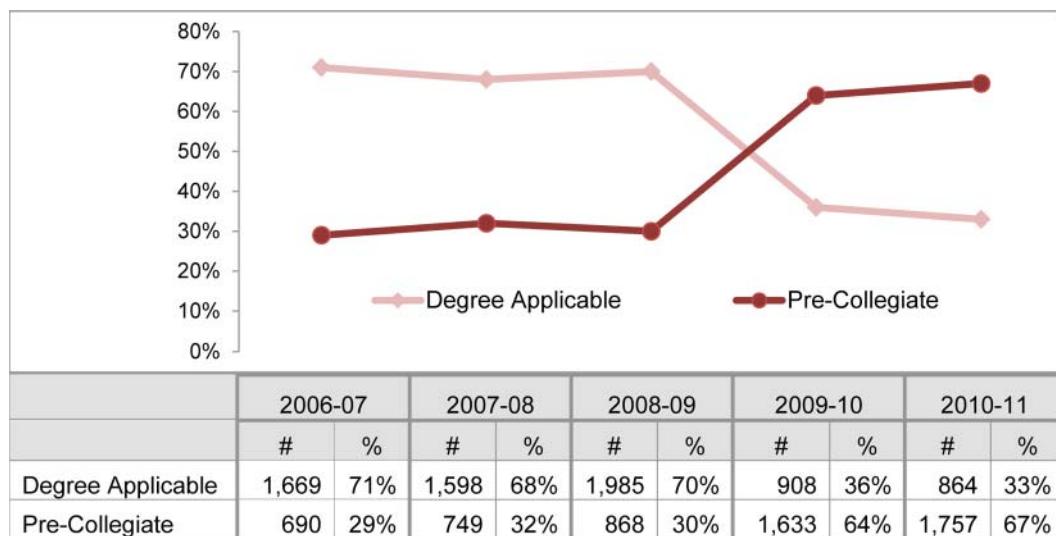


Mathematics

Placement into precollegiate mathematics courses is increasing, overall and by gender, ethnicity, and socioeconomic status; data for incoming high school graduates from 2006–2007 through 2010–2011 indicate:

- A slight increase from 2006–2007 to 2008–2009, followed by a three percent increase from 2009–2010 to 2010–2011 (64 to 67 percent)—note that the Elementary Algebra (MATH BA) classification, which became precollegiate in fall 2009, accounts for the large change from 2008–2009 to 2009–2010 (Figure 1c)
- About four–five percent more females than males placing into precollegiate mathematics each year since 2007–2008 (Figure 2c)
- Placement into precollegiate reading by ethnicity indicated the highest percentages among American, Hispanic/Latino students, White, and two or more races (Figure 3c)
- About 11–12 percent more students awarded financial aid than not awarded aid placing into precollegiate mathematics each year (Figure 4c).

Figure 1c: Mathematics Placement Level of Incoming High School Graduates ^{1,2}

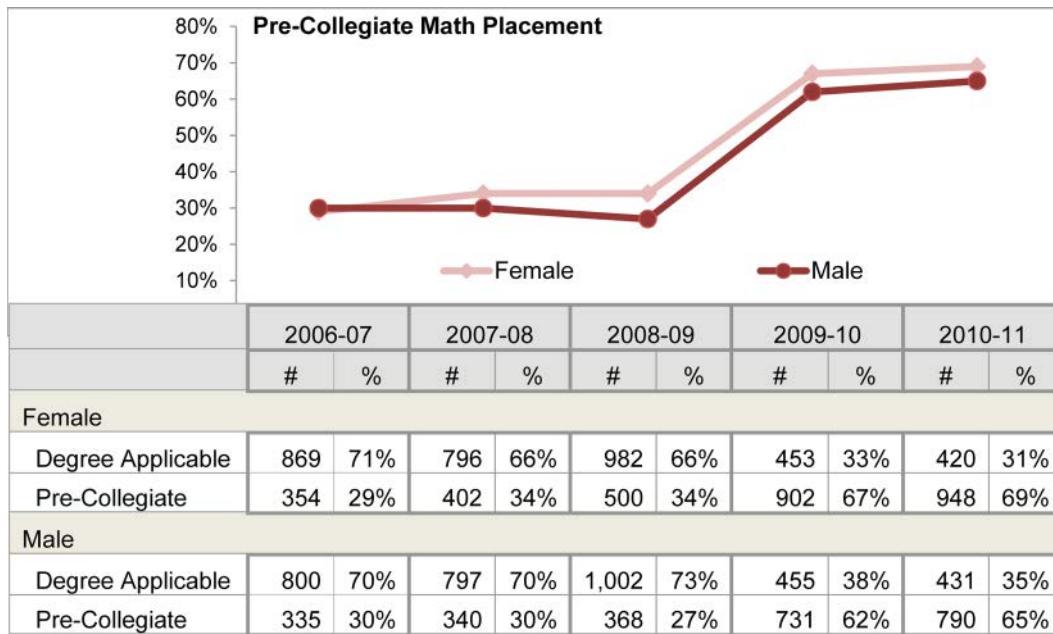


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 2c: Mathematics Placement Level of Incoming High School Graduates by Gender^{1,2}

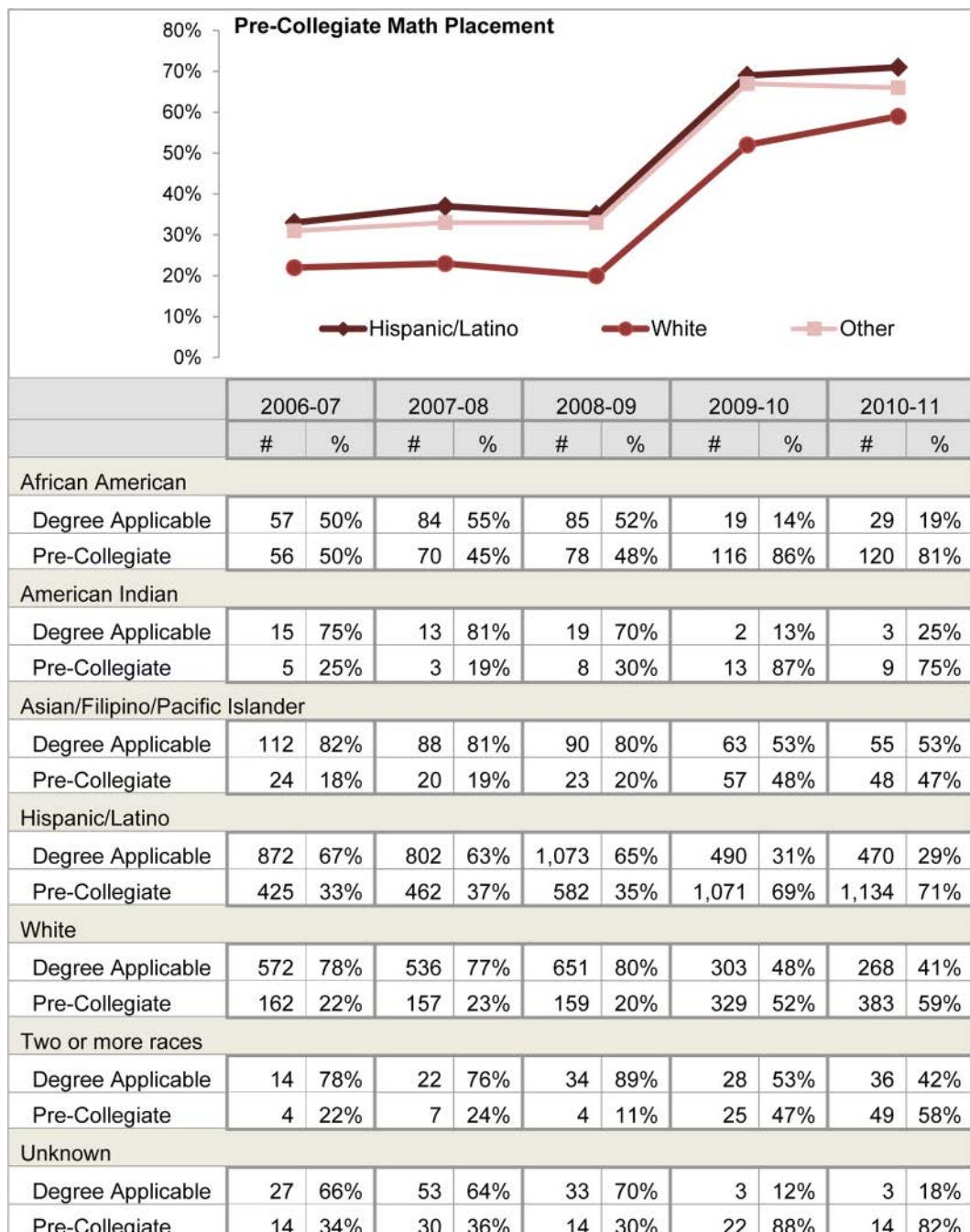


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 3c: Mathematics Placement Level of Incoming High School Graduates by Ethnicity^{1,2}

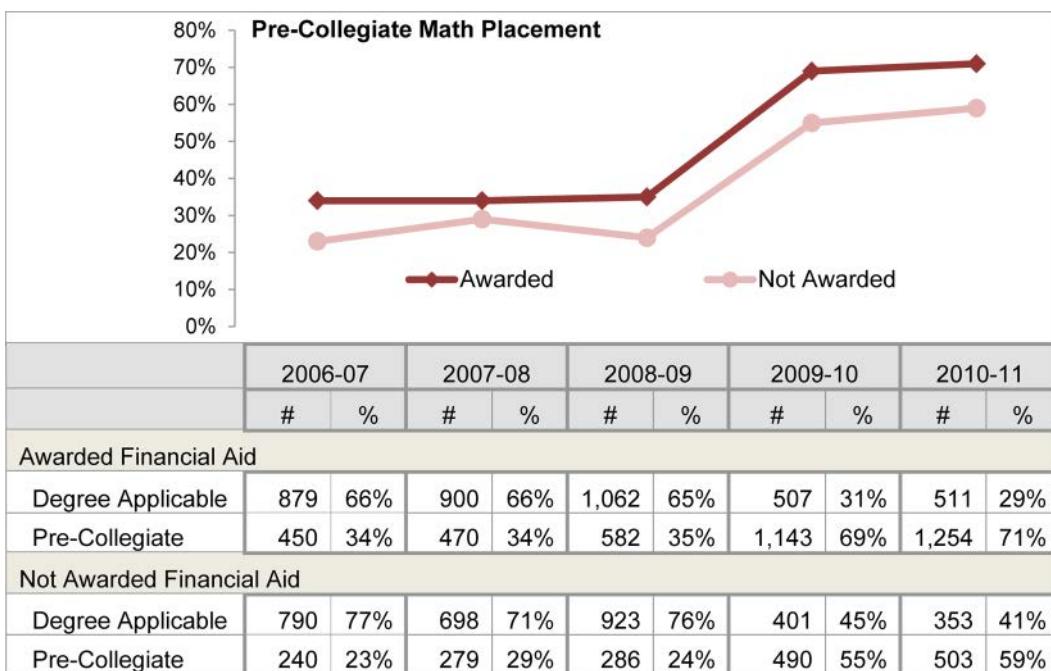


¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.



Figure 4c: Mathematics Placement Level of Incoming High School Graduates by Socioeconomic Status ^{1,2,3}



¹ **Incoming High School Graduates:** Students who enrolled in Bakersfield College within three months from their high school graduation and took at least one assessment test.

² **Placement Level Changes, Effective Fall 2009:** MATH BA and ENGL B1/B50 were re-classified from degree applicable to pre-collegiate.

³ **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.

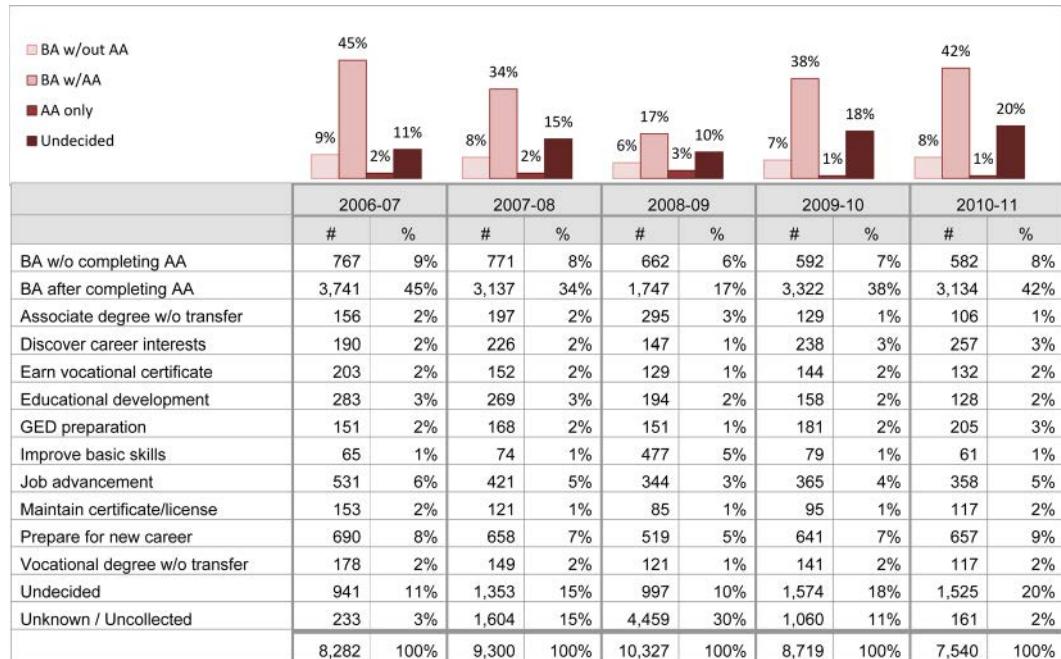


Educational Goals

Educational goals of incoming students indicate the following trends for incoming high school graduates from 2006–2007 through 2010–2011 (Figure 5):

- Bachelors degree after Associates degree declined three percent, from 45 percent in 2006–2007 to 42 percent in 2010–2011
- Bachelors degree without completing Associates degree decreased slightly, from nine percent in 2006–2007 to eight percent in 2010–2011
- Undecided increase from 11 percent in 2006–2007 to 20 percent in 2010–2011.

Figure 5: Educational Goals of Incoming Students¹



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



Matriculation Requirements

For incoming students completing the four matriculation requirements of orientation, assessment, counseling, and development of an educational plan the completion pattern is similar each year from 2006–2007 through 2010–2011 with the following trends

(Table 1):

- Assessment completion increased seven percent, from 71 percent in 2006–2007 to 78 percent in 2010–2011
- Orientation completion increased eight percent, from 61 percent in 2006–2007 to 69 percent in 2010–2011
- Counseling completion remained about the same at 58–59 percent
- Education plan completion decreased four percent, from 18 percent in 2006–2007 to 14 percent in 2010–2011.

Table 1: First-Time Students Completing Matriculation Requirements¹

	2006-07		2007-08		2008-09		2009-10		2010-11	
First-Time Students		6,395	6,975		7,767	6,640		5,859		
	#	%	#	%	#	%	#	%	#	%
Assessment										
Completed	4,529	71%	4,913	70%	5,334	69%	4,930	74%	4,550	78%
Exempt	7	0%	11	0%	4	0%	2	0%	3	0%
Not Completed	1,859	29%	2,051	29%	2,429	31%	1,708	26%	1,306	22%
Orientation										
Completed	3,920	61%	4,403	63%	4,896	63%	4,200	63%	4,031	69%
Exempt	8	0%	10	0%	4	0%	0	0%	4	0%
Not Completed	2,467	39%	2,562	37%	2,867	37%	2,440	37%	1,824	31%
Counseling										
Completed	3,775	59%	4,084	59%	4,389	57%	3,861	58%	3,418	58%
Exempt	7	0%	9	0%	4	0%	0	0%	3	0%
Not Completed	2,613	41%	2,882	41%	3,374	43%	2,779	42%	2,438	42%
Ed Plan										
Completed	1,166	18%	1,230	18%	917	12%	883	13%	817	14%
Exempt	7	0%	9	0%	1	0%	0	0%	0	0%
Not Completed	5,222	82%	5,736	82%	6,849	88%	5,757	87%	5,042	86%

¹ **Matriculation Requirements:** There are four matriculation requirements for CA Community College students: Orientation, Assessment, Counseling, and the development of an Educational Plan.



Enrolled Students

Institutional data for enrolled students include annual headcount enrollment by age, gender, ethnicity, and socioeconomic status as well as full- or part-time enrollment status. Persistence of students from term to term includes total number persisting with disaggregation by age, gender, ethnicity, and socioeconomic status. Course completion statistics include retention and success rates college wide and for basic skills, Career and Technical Education, and liberal studies/transfer courses. In addition, disaggregation of retention and success rates (college wide, basic skills, Career and Technical Education, and liberal studies/transfer courses) is according to campus location, delivery mode, gender, age, ethnicity, and socioeconomic status. Student progressions through basic skills sequences starting at the lowest level as well as one level below transfer level are for English, mathematics, and reading course sequences. Student completion outcomes also include awards and certificates, overall and by program, followed by student transfers to four-year institutions.

Annual Student Headcount Enrollment Demographics

Annual student headcount enrollment is for individual students (unduplicated) enrolled on Census Day. College wide headcount enrollment trends from 2006–2007 through 2010–2011 indicate (Table 2):

- Student headcount increased by about 5,000 students from nearly 25,000 students in 2006–2007 to nearly 30,000 students in 2008–2009; student headcount enrollments decreased five percent in 2009–2010 and three percent in 2010–2011 due to state mandated workload reductions; thus, the overall increase in student headcount over the five-year period was nearly 3,000 students
- Students age 20–24 increased three percent, from 32 percent in 2006–2007 to 35 percent in 2010–2011; however, students 40 or older decreased by three percent, from 14 percent in 2006–2007 to 11 percent in 2010–2011
- Female students decreased two percent, from 57 percent in 2006–2007 to 55 percent in 2010–2011; however, male students increased by two percent, from 43 percent in 2006–2007 to 45 percent in 2010–2011
- Most ethnic groups remained about the same over the five-year period with two exceptions: Hispanic/Latino students increased by seven percent, from 44 percent in 2006–2007 to 51 percent in 2010–2011; White students decreased by seven percent, from 38 percent in 2006–2007 to 31 percent in 2010–2011
- The socioeconomic status proxy was award of financial aid (see definition in Table 2 footnote); the percent of students awarded financial aid increased from 45 percent in 2006–2007 to 58 percent in 2010–2011.



Table 2: Student Headcount by Age, Gender, Ethnicity, and Socioeconomic Status

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% Change								
Student Headcount, Unduplicated ¹	24,555	--	27,371	11%	29,709	9%	28,355	-5%	27,700	-2%
	#	%	#	%	#	%	#	%	#	%
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%
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%
Socioeconomic 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.



Enrollment Status

Enrollment status counts individual (unduplicated) students enrolled on Census Day of the specified term. The status is part-time for students enrolled in less than 12 credits, and full-time for students enrolled in 12 or more credits. Status also includes enrollment in noncredit or other courses only (Table 3).

- Overall, the percentage of part-time students was just more than 70 percent over the five-year period, increasing slightly from 2006–2007 to 2007–2008, but decreasing slightly thereafter
- Conversely, the percentage of full-time students was just under 30 percent over the five-year period, decreasing from 2006–2007 to 2007–2008, but increasing slightly thereafter
- Enrollment in noncredit or other courses was negligible most terms except spring 2009 when it increased to three percent.

Table 3: Enrollment Status of Enrolled Students¹

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	%	#	%	#	%	#	%	#	%
Fall	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%
Spring	Spring 2007		Spring 2008		Spring 2009		Spring 2010		Spring 2011	
Part-Time (Less than 12 credits)	12,241	75%	13,314	76%	13,661	70%	13,350	72%	13,354	71%
Full-Time (12 or more credits)	3,889	24%	3,937	23%	5,107	26%	5,108	28%	5,353	29%
Non-Credit/Other	175	1%	202	1%	615	3%	90	0%	57	0%

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

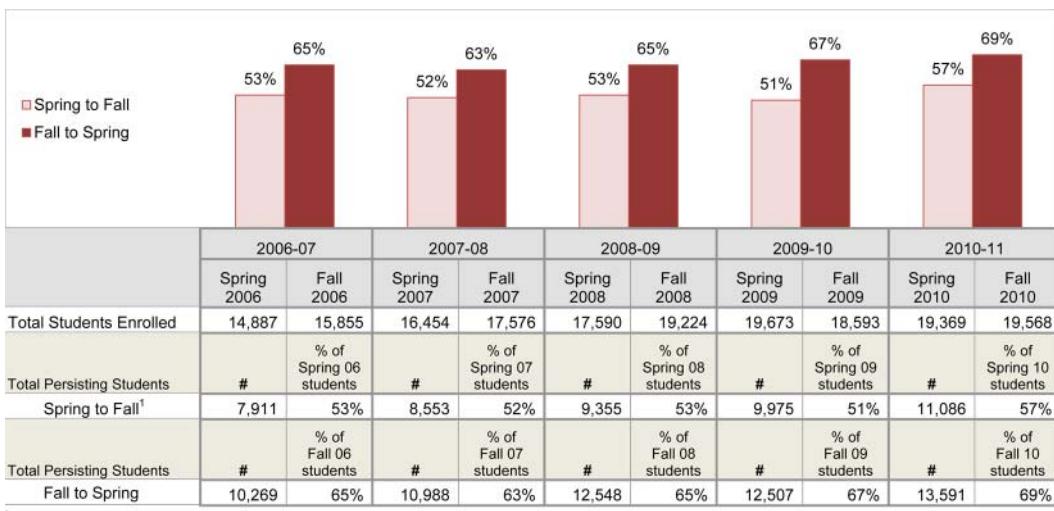


Student Persistence to the Next Term

Persistence of students includes spring to fall and fall to spring for the five academic years 2006–2007 through 2010–2011. The spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.

- Spring to fall persistence increased four percent overall, from 53 percent spring 2006 to fall 2006, to 57 percent from spring 2010 to fall 2010 (Figure 6)
- Fall to spring persistence increased four percent overall, from 65 percent fall 2006 to spring 2007, to 69 percent from fall 2010 to spring 2011 (Figure 6)
- Persistence by age for both spring to fall and fall to spring remained the same within each age group across the five-year period (Figure 7 and Table 4)
- Persistence by gender for spring to fall decreased five percent (from 61 percent to 56 percent) for females, and increased five percent (from 39 percent to 44 percent) for males; similarly, persistence for fall to spring decreased four percent (from 59 percent to 55 percent) for females, and increased three percent (from 41 percent to 44 percent) for males) (Figure 8)
- Persistence by ethnicity remained about the same over the five-year period with two exceptions: for Hispanic/Latino students persistence increased five–six percent; however, for White students persistence decreased four–five percent (Figure 9 and Table 5)
- Persistence by socioeconomic status revealed clear trends over the five-year period: persistence of students awarded financial aid increased six percent spring to fall (56 to 62 percent) and 11 percent fall to spring (55 to 66 percent); conversely, persistence of students not awarded financial aid decreased six percent spring to fall (44 to 38 percent) and 11 percent fall to spring (45 to 34 percent) (Figure 10).

Figure 6: Percentage of Students Persisting to the Next Term: Spring to Fall and Fall to Spring



¹ Spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.



Figure 7: Percentage of Students Persisting to the Next Term by Age Spring to Fall

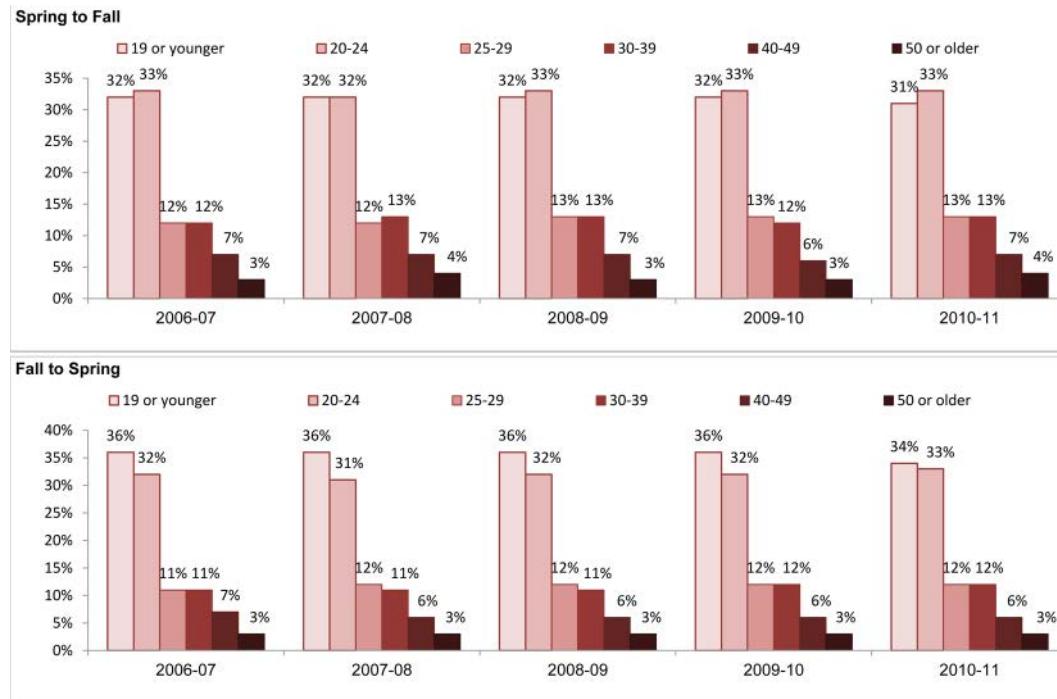


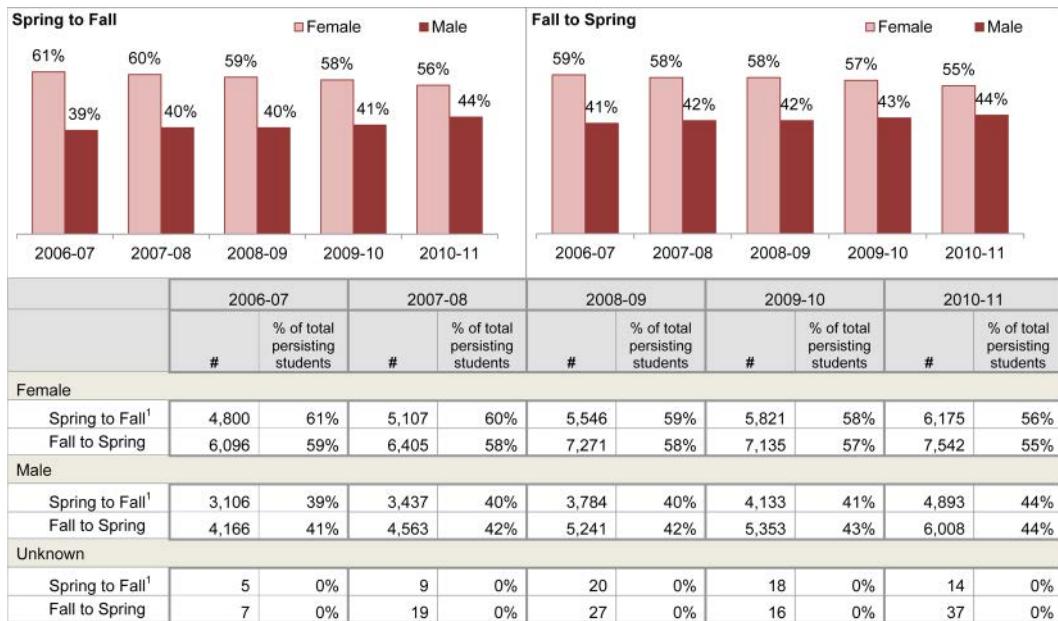
Table 4: Number of Students Persisting to the Next Term by Age ¹

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% of total persisting students								
19 or Younger										
Spring to Fall ¹	2,554	32%	2,736	32%	2,960	32%	3,231	32%	3,477	31%
Fall to Spring	3,687	36%	4,003	36%	4,457	36%	4,555	36%	4,574	34%
20 - 24										
Spring to Fall ¹	2,621	33%	2,750	32%	3,071	33%	3,322	33%	3,636	33%
Fall to Spring	3,249	32%	3,391	31%	4,000	32%	3,948	32%	4,447	33%
25 - 29										
Spring to Fall ¹	928	12%	1,051	12%	1,217	13%	1,306	13%	1,426	13%
Fall to Spring	1,173	11%	1,298	12%	1,536	12%	1,521	12%	1,635	12%
30 - 39										
Spring to Fall ¹	973	12%	1,083	13%	1,173	13%	1,182	12%	1,415	13%
Fall to Spring	1,171	11%	1,244	11%	1,390	11%	1,440	12%	1,685	12%
40 - 49										
Spring to Fall ¹	587	7%	592	7%	619	7%	630	6%	721	7%
Fall to Spring	684	7%	690	6%	794	6%	708	6%	809	6%
50 or Older										
Spring to Fall ¹	248	3%	341	4%	315	3%	304	3%	411	4%
Fall to Spring	305	3%	362	3%	371	3%	335	3%	441	3%

¹ Spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.



Figure 8: Percentage of Students Persisting to the Next Term by Gender



¹ Spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.

Figure 9: Percentage of Students Persisting to the Next Term by Ethnicity

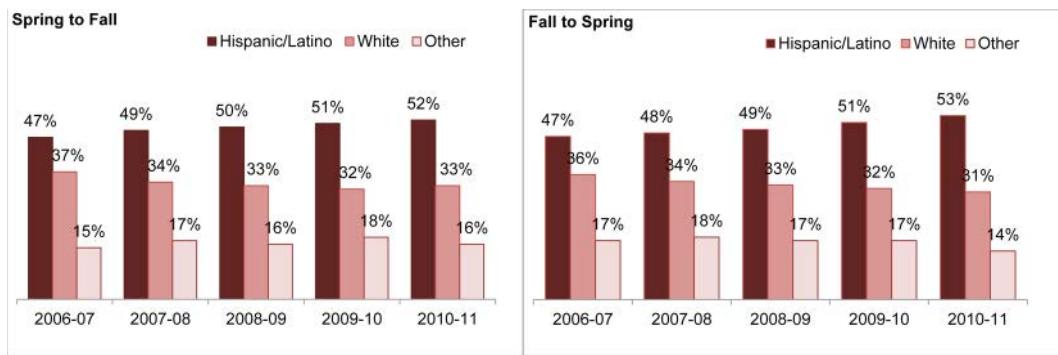
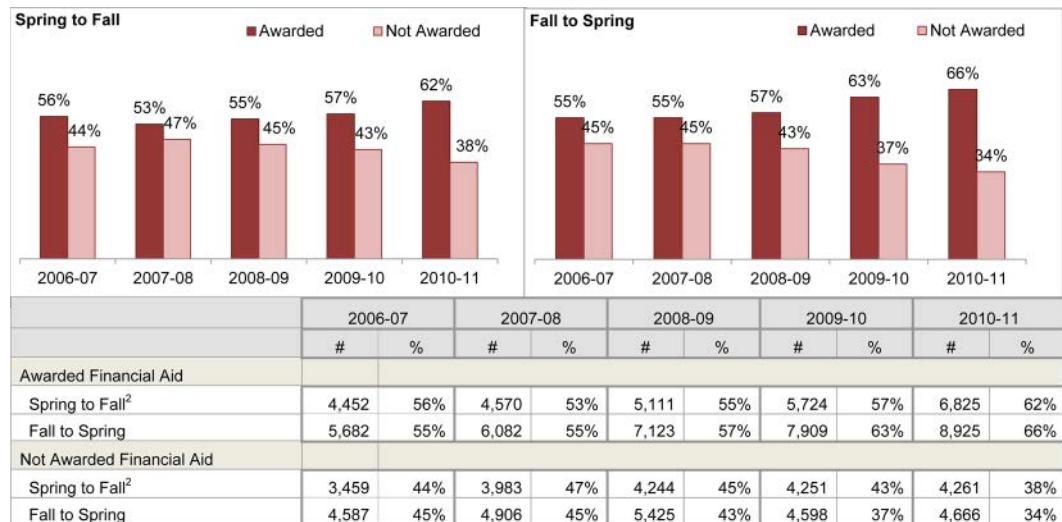


Table 5: Number of Students Persisting to the Next Term by Ethnicity

	2006-07		2007-08		2008-09		2009-10		2010-11	
	#	% of total persisting students								
African American										
Spring to Fall ¹	427	5%	495	6%	550	6%	667	7%	676	6%
Fall to Spring	582	6%	687	6%	837	7%	831	7%	864	6%
American Indian										
Spring to Fall ¹	107	1%	103	1%	112	1%	94	1%	98	1%
Fall to Spring	132	1%	135	1%	148	1%	117	1%	121	1%
Asian/Filipino/Pacific Islander										
Spring to Fall ¹	498	6%	587	7%	595	6%	625	6%	625	6%
Fall to Spring	680	7%	726	7%	745	6%	734	6%	718	5%
Hispanic/Latino										
Spring to Fall ¹	3,741	47%	4,155	49%	4,631	50%	5,041	51%	5,741	52%
Fall to Spring	4,857	47%	5,284	48%	6,182	49%	6,406	51%	7,226	53%
White										
Spring to Fall ¹	2,914	37%	2,934	34%	3,130	33%	3,207	32%	3,632	33%
Fall to Spring	3,714	36%	3,752	34%	4,195	33%	4,022	32%	4,270	31%
Two or more races										
Spring to Fall ¹	63	1%	79	1%	113	1%	161	2%	233	2%
Fall to Spring	76	1%	112	1%	160	1%	234	2%	333	2%
Unknown										
Spring to Fall ¹	161	2%	200	2%	224	2%	180	2%	81	1%
Fall to Spring	228	2%	292	3%	281	2%	163	1%	59	0%

¹ Spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.

Figure 10: Percentage of Students Persisting to the Next Term by Socioeconomic Status ¹



¹ 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.

² Spring to fall calculation includes students from the spring semester of the previous academic year persisting to the fall semester of the specified academic year.



Course Completions: Success and Retention

Success and retention include rates college wide as well as for basic skills, Career and Technical Education, and liberal studies/transfer courses. The success rate numerator includes the number of course enrollments with a successful passing grade of A, B, C, or P/CR. The retention rate numerator includes the number of course enrollments retained through the semester with the success grades of A, B, C, or P/CR as well as D, F, NP/NC, or I. Success and Retention rates have the same denominator which includes the number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR).

Beginning summer 2008, DR grades are in the denominator, generally leading to a larger denominator and smaller rate; DR assignment occurs when a student drops between Census Day and the last day to drop without receiving a W (30 percent date); DR grades did not exist before summer 2008.

- Retention college wide was 88–89 percent in 2006–2007 and 2007–2008, declining to 82–84 percent beginning summer 2008, very likely due to the definition change noted above; patterns for the retention rate trends are similar for the three course classifications, with the highest rates for Career and Technical Education courses and the lowest rates for basic skills courses over the five-year period (Figure 11 and Table 6).
- Success college wide was 69 percent in 2006–2007 and 2007–2008, declining to 64–66 percent beginning summer 2008, very likely due to the definition change noted above; success rate patterns are similar for the three course classifications, with the highest rates for Career and Technical Education courses and the lowest rates for basic skills courses over the five-year period (Figure 11 and Table 6).
- Success and retention rates by campus category reveal similar trend patterns for the Bakersfield Panorama campus, Delano Campus Center, and other campus centers, with rates for basic skills about two percent lower than college wide, and rates for Career and Technical Education higher than college wide rates (Figure 12 and Table 7).
- Success and retention rates by delivery mode indicate retention for traditional delivery is about ten percent higher than for distance education delivery, and success for traditional delivery averages 15 percent higher than for distance education delivery (Figure 13 and Table 8).
- Success and retention rates by gender are similar college wide, however success rates in basic skills courses are six–seven percent higher for females, whereas in Career and Technical Education courses success rates are one–two percent higher for males (Figure 14 and Table 9).
- Success and retention rates college wide by age are higher for students 30 and older than for students under 30 years old (Figure 15 and Table 10).
- College wide success and retention rates by ethnicity are highest for Asian/Filipino/Pacific Islander students, followed by White, Hispanic/Latino, American Indian, and African American students (Figure 16 and Table 11).
- College wide success and retention rates by socioeconomic status are higher for students not awarded financial aid compared to students awarded financial aid (Figure 17 and Table 12).



Figure 11: Retention and Success Rates for Students Enrolled at Bakersfield College
Retention

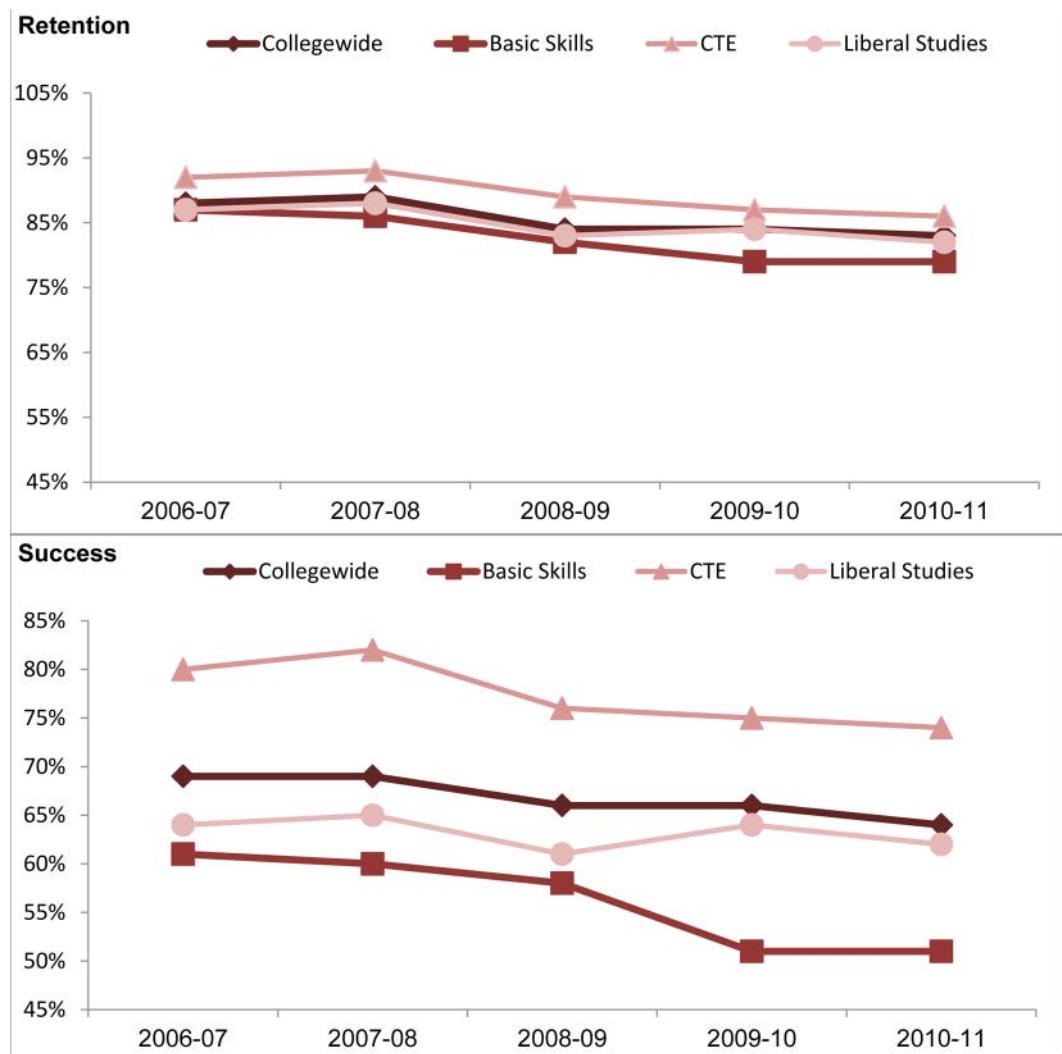


Table 6: Retention and Success Rates for Students Enrolled at Bakersfield College

	2006-07	2007-08	2008-09	2009-10	2010-11
Collegewide					
Retention Rate ¹	88.3%	89.4%	84.2%	84.0%	82.7%
Success Rate ²	68.5%	69.2%	65.5%	65.8%	64.2%
Basic Skills					
Retention Rate ¹	86.6%	86.2%	82.1%	79.3%	78.8%
Success Rate ²	60.7%	59.8%	58.4%	50.9%	51.0%
CTE					
Retention Rate ¹	92.3%	93.3%	88.5%	86.7%	86.1%
Success Rate ²	79.7%	81.5%	76.2%	75.0%	74.4%
Liberal Studies/Transfers					
Retention Rate ¹	86.7%	87.9%	82.5%	83.6%	82.0%
Success Rate ²	64.1%	64.5%	61.4%	64.4%	62.4%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 12: Retention and Success Rates for Students Enrolled at Bakersfield College by Campus Categories

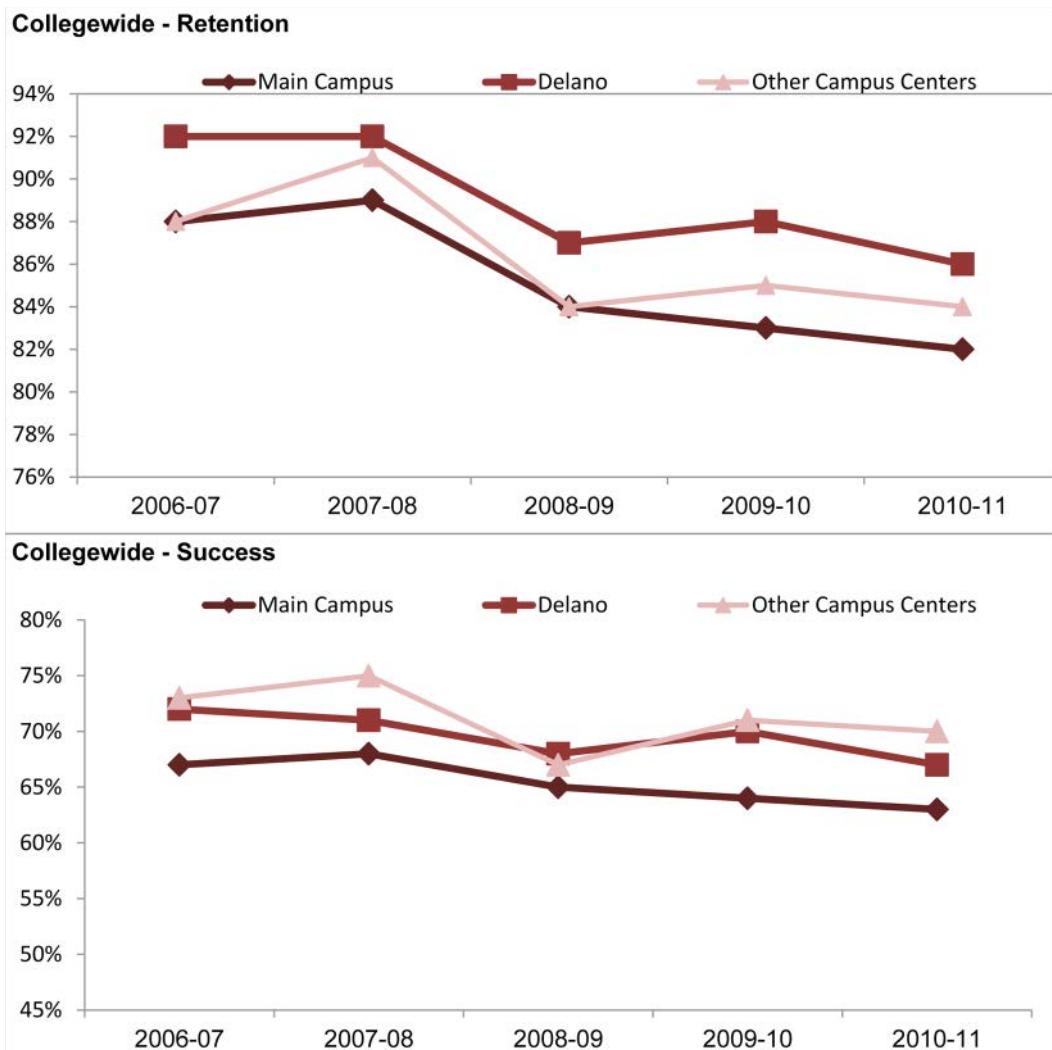


Table 7: Retention and Success Rates for Students Enrolled at Bakersfield College by Campus Category

	2006-07	2007-08	2008-09	2009-10	2010-11
Bakersfield Main Campus					
Collegewide					
Retention Rate ¹	88.1%	88.8%	84.0%	83.3%	81.9%
Success Rate ²	67.1%	67.5%	64.7%	64.1%	62.7%
Basic Skills					
Retention Rate ¹	86.9%	86.0%	82.1%	79.1%	78.5%
Success Rate ²	60.5%	59.8%	58.7%	50.9%	51.8%
CTE					
Retention Rate ¹	91.5%	92.2%	87.4%	84.2%	83.9%
Success Rate ²	76.6%	78.4%	73.4%	70.3%	70.4%
Liberal Studies/Transfers					
Retention Rate ¹	87.1%	88.0%	83.1%	83.8%	82.0%
Success Rate ²	64.8%	64.9%	62.5%	64.6%	62.5%
Delano Campus Center					
Collegewide					
Retention Rate ¹	91.7%	92.4%	87.2%	87.8%	86.4%
Success Rate ²	71.6%	71.2%	67.5%	70.0%	66.9%
Basic Skills					
Retention Rate ¹	90.0%	92.2%	90.4%	89.0%	85.6%
Success Rate ²	69.9%	70.4%	68.0%	65.5%	61.2%
CTE					
Retention Rate ¹	93.7%	91.9%	86.0%	83.9%	80.5%
Success Rate ²	77.0%	71.1%	69.3%	68.0%	63.9%
Liberal Studies/Transfers					
Retention Rate ¹	91.6%	92.5%	86.9%	88.0%	87.3%
Success Rate ²	70.7%	71.4%	67.0%	71.2%	68.7%



	2006-07	2007-08	2008-09	2009-10	2010-11
Other Campus Centers / Locations					
Collegewide					
Retention Rate ¹	88.4%	90.6%	83.8%	85.0%	84.1%
Success Rate ²	73.0%	74.9%	67.4%	70.6%	69.5%
Basic Skills					
Retention Rate ¹	78.2%	79.8%	72.9%	70.7%	73.1%
Success Rate ²	51.9%	46.7%	45.3%	35.6%	33.8%
CTE					
Retention Rate ¹	93.3%	94.9%	90.3%	90.5%	89.5%
Success Rate ²	84.4%	86.4%	80.8%	82.0%	80.9%
Liberal Studies/Transfers					
Retention Rate ¹	80.0%	84.2%	76.1%	77.4%	75.4%
Success Rate ²	53.6%	57.5%	51.6%	55.8%	54.5%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 13: Retention and Success Rates for Students Enrolled at Bakersfield College by Delivery Mode

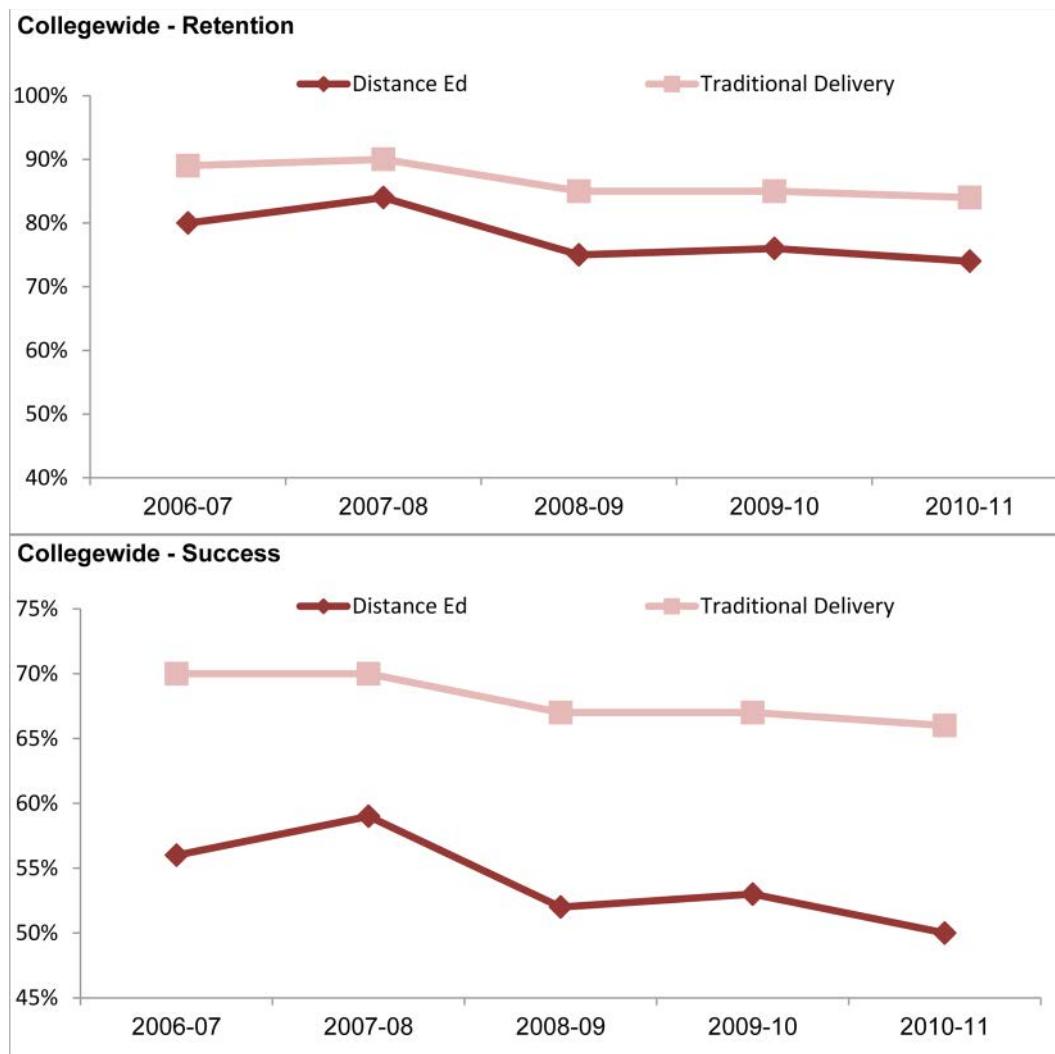


Table 8: Retention and Success Rates for Students Enrolled at Bakersfield College by Delivery Mode

	2006-07	2007-08	2008-09	2009-10	2010-11
Distance Education					
Collegewide					
Retention Rate ¹	80.2%	83.6%	75.4%	75.9%	74.2%
Success Rate ²	55.5%	58.5%	51.5%	53.1%	49.9%
Basic Skills					
Retention Rate ¹	75.6%	79.7%	73.5%	67.6%	72.9%
Success Rate ²	48.8%	44.9%	44.6%	30.6%	28.4%
CTE					
Retention Rate ¹	85.2%	87.3%	78.8%	78.5%	75.5%
Success Rate ²	67.0%	70.7%	62.8%	60.7%	55.4%
Liberal Studies/Transfers					
Retention Rate ¹	76.6%	81.1%	73.4%	75.3%	73.4%
Success Rate ²	46.5%	50.7%	45.0%	51.1%	50.9%
Traditional Delivery					
Collegewide					
Retention Rate ¹	89.2%	90.0%	85.4%	84.9%	83.5%
Success Rate ²	69.8%	70.4%	67.3%	67.3%	65.6%
Basic Skills					
Retention Rate ¹	87.2%	86.6%	82.9%	80.4%	79.3%
Success Rate ²	61.6%	60.9%	59.7%	52.9%	53.1%
CTE					
Retention Rate ¹	93.4%	94.2%	90.2%	88.3%	87.7%
Success Rate ²	81.8%	83.1%	78.7%	77.6%	77.4%
Liberal Studies/Transfers					
Retention Rate ¹	87.6%	88.5%	83.6%	84.3%	82.6%
Success Rate ²	65.3%	65.7%	63.2%	65.4%	63.1%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 14: Retention and Success Rates for Students Enrolled at Bakersfield College by Gender

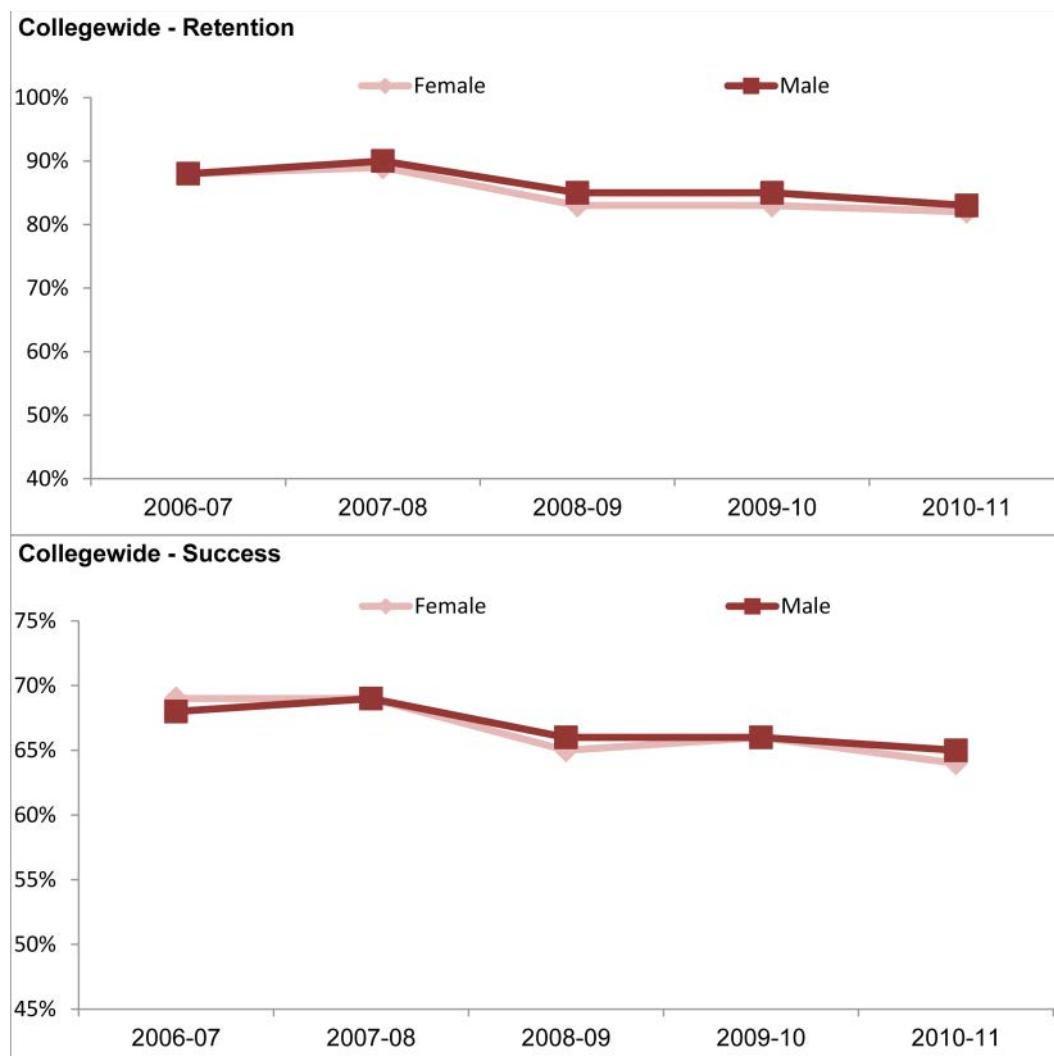


Table 9: Retention and Success Rates for Students Enrolled at Bakersfield College by Gender

	2006-07	2007-08	2008-09	2009-10	2010-11
Female					
Collegewide					
Retention Rate ¹	88.4%	89.1%	83.4%	83.4%	82.1%
Success Rate ²	69.0%	69.3%	65.1%	65.7%	64.0%
Basic Skills					
Retention Rate ¹	86.7%	86.4%	83.0%	80.4%	79.5%
Success Rate ²	63.0%	62.3%	60.5%	53.1%	53.1%
CTE					
Retention Rate ¹	91.8%	92.4%	86.7%	84.8%	83.6%
Success Rate ²	79.5%	80.3%	74.7%	72.9%	71.5%
Liberal Studies/Transfers					
Retention Rate ¹	87.1%	88.0%	82.1%	83.5%	82.1%
Success Rate ²	65.0%	65.4%	61.8%	65.5%	63.5%
Male					
Collegewide					
Retention Rate ¹	88.3%	89.7%	85.2%	84.6%	83.4%
Success Rate ²	67.7%	69.1%	65.9%	65.8%	64.5%
Basic Skills					
Retention Rate ¹	86.3%	85.6%	80.5%	77.4%	77.4%
Success Rate ²	56.6%	55.6%	54.6%	47.3%	47.4%
CTE					
Retention Rate ¹	92.9%	94.3%	90.3%	88.8%	88.7%
Success Rate ²	80.1%	82.8%	77.9%	77.2%	77.4%
Liberal Studies/Transfers					
Retention Rate ¹	86.3%	87.8%	83.0%	83.7%	81.8%
Success Rate ²	62.9%	63.4%	60.8%	63.1%	61.1%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 15: Retention and Success Rates for Students Enrolled at Bakersfield College by Age

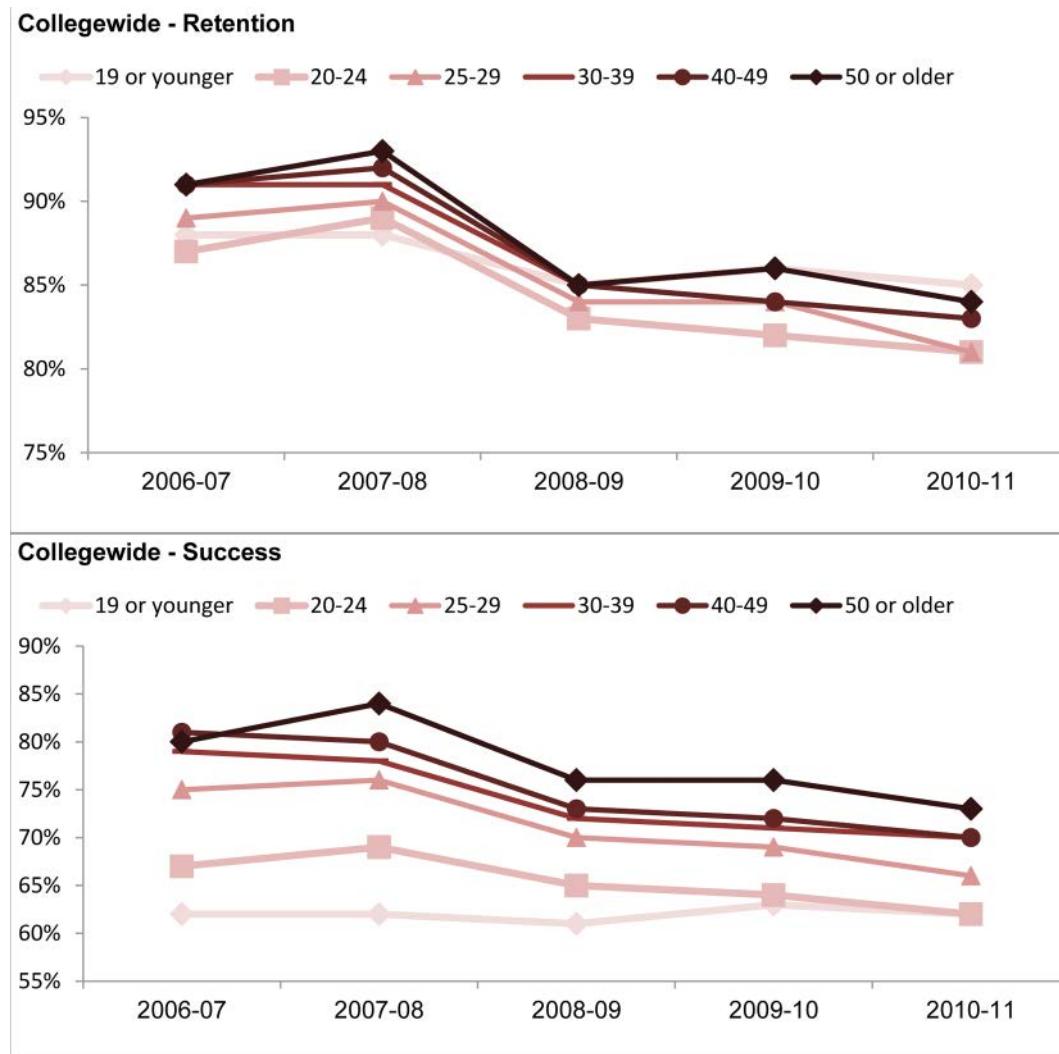


Table 10: Retention and Success Rates for Students Enrolled at Bakersfield College by Age

	2006-07	2007-08	2008-09	2009-10	2010-11
19 or younger					
Collegewide					
Retention Rate ¹	88.0%	88.2%	85.0%	85.8%	84.6%
Success Rate ²	61.9%	61.5%	60.8%	63.4%	62.2%
Basic Skills					
Retention Rate ¹	87.6%	86.0%	84.7%	82.5%	82.5%
Success Rate ²	57.7%	55.8%	57.8%	51.6%	52.8%
CTE					
Retention Rate ¹	88.0%	88.4%	85.0%	86.3%	84.9%
Success Rate ²	62.3%	62.2%	61.1%	65.4%	64.0%
Liberal Studies/Transfers					
Retention Rate ¹	87.0%	87.4%	83.9%	85.9%	83.8%
Success Rate ²	60.2%	59.7%	58.6%	64.4%	61.5%
20 - 24					
Collegewide					
Retention Rate ¹	86.9%	89.0%	83.1%	82.1%	81.1%
Success Rate ²	66.8%	69.0%	64.7%	63.7%	62.1%
Basic Skills					
Retention Rate ¹	84.7%	85.3%	80.5%	77.1%	77.0%
Success Rate ²	58.4%	60.5%	56.2%	49.4%	49.3%
CTE					
Retention Rate ¹	87.1%	89.2%	83.2%	82.7%	81.7%
Success Rate ²	67.4%	69.5%	65.2%	65.3%	63.8%
Liberal Studies/Transfers					
Retention Rate ¹	85.8%	87.8%	81.1%	81.9%	80.4%
Success Rate ²	64.5%	66.0%	61.3%	63.1%	61.3%



	2006-07	2007-08	2008-09	2009-10	2010-11
25 - 29					
Collegewide					
Retention Rate ¹	89.3%	90.3%	83.7%	83.6%	81.2%
Success Rate ²	74.5%	75.9%	69.5%	68.8%	66.0%
Basic Skills					
Retention Rate ¹	85.9%	87.9%	78.6%	77.1%	74.9%
Success Rate ²	67.9%	66.4%	62.1%	53.1%	48.7%
CTE					
Retention Rate ¹	89.5%	90.5%	84.0%	84.4%	82.1%
Success Rate ²	75.0%	76.5%	69.9%	70.7%	68.4%
Liberal Studies/Transfers					
Retention Rate ¹	86.5%	87.7%	79.2%	80.6%	78.6%
Success Rate ²	69.3%	71.3%	62.0%	64.4%	63.3%
30 - 39					
Collegewide					
Retention Rate ¹	90.9%	91.2%	85.0%	83.5%	83.2%
Success Rate ²	79.2%	78.3%	72.0%	70.7%	69.8%
Basic Skills					
Retention Rate ¹	85.5%	86.8%	81.1%	76.3%	75.7%
Success Rate ²	66.0%	67.6%	62.3%	51.4%	51.1%
CTE					
Retention Rate ¹	91.3%	91.5%	85.2%	84.4%	84.3%
Success Rate ²	80.1%	79.1%	72.7%	73.2%	72.5%
Liberal Studies/Transfers					
Retention Rate ¹	88.0%	88.9%	80.6%	79.9%	79.8%
Success Rate ²	74.2%	73.9%	65.1%	66.2%	65.8%



	2006-07	2007-08	2008-09	2009-10	2010-11
40 - 49					
Collegewide					
Retention Rate ¹	91.1%	91.7%	84.9%	84.3%	82.6%
Success Rate ²	80.9%	79.6%	72.8%	71.9%	69.6%
Basic Skills					
Retention Rate ¹	88.7%	86.3%	79.1%	76.1%	75.0%
Success Rate ²	71.6%	63.6%	59.3%	48.0%	50.4%
CTE					
Retention Rate ¹	91.3%	92.2%	85.4%	85.5%	84.0%
Success Rate ²	81.6%	80.8%	74.1%	75.5%	73.0%
Liberal Studies/Transfers					
Retention Rate ¹	87.7%	89.6%	80.8%	80.3%	77.9%
Success Rate ²	75.6%	75.3%	65.9%	67.6%	63.6%
50 or older					
Collegewide					
Retention Rate ¹	90.5%	93.1%	85.2%	86.1%	84.0%
Success Rate ²	79.7%	83.9%	75.7%	76.4%	73.1%
Basic Skills					
Retention Rate ¹	88.9%	88.0%	79.2%	77.1%	78.5%
Success Rate ²	66.2%	68.3%	59.9%	50.4%	51.5%
CTE					
Retention Rate ¹	90.6%	93.4%	85.7%	87.2%	84.9%
Success Rate ²	80.8%	84.8%	77.1%	79.6%	76.4%
Liberal Studies/Transfers					
Retention Rate ¹	85.8%	91.5%	76.0%	78.5%	77.5%
Success Rate ²	73.2%	80.1%	63.2%	68.4%	65.8%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 16: Retention and Success Rates for Students Enrolled at Bakersfield College by Ethnicity

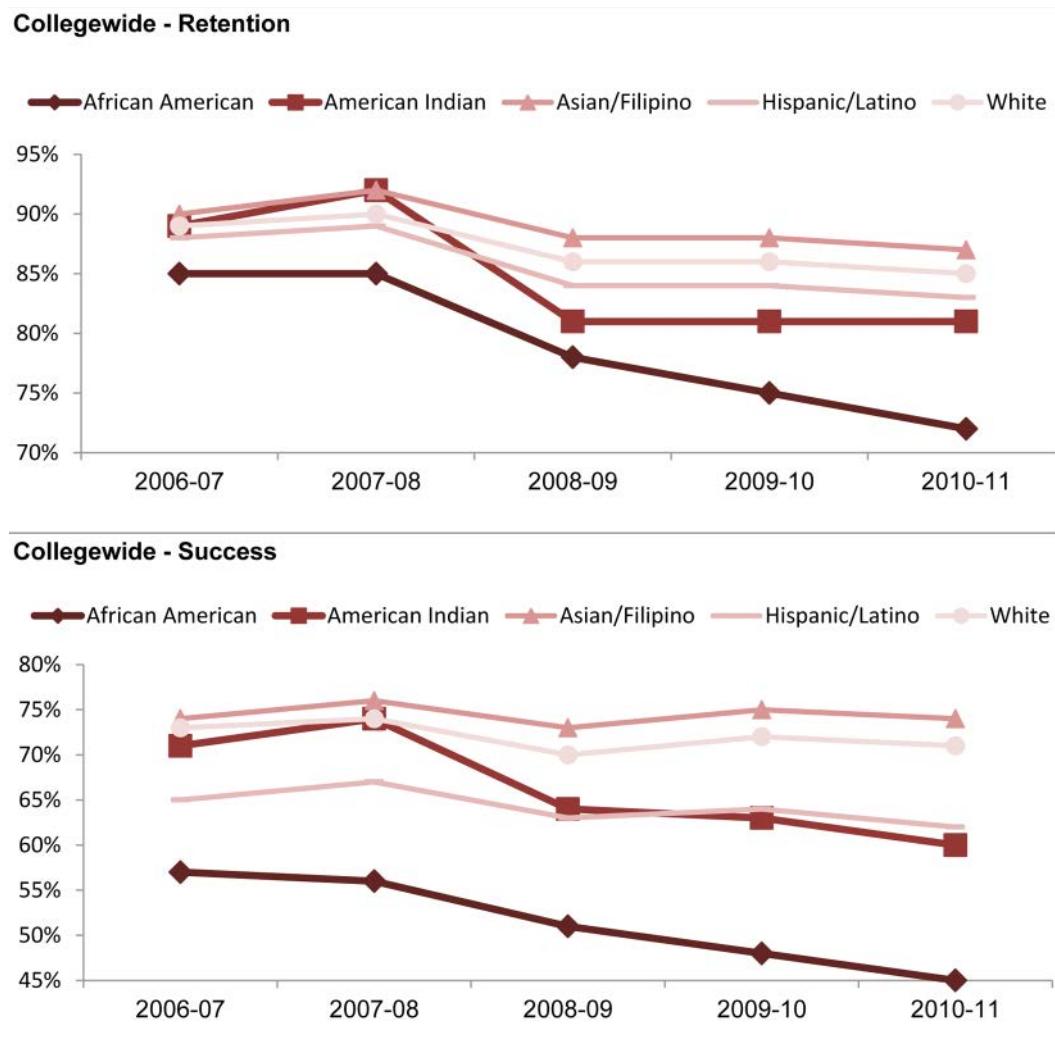


Table 11: Retention and Success Rates for Students Enrolled at Bakersfield College by Ethnicity

	2006-07	2007-08	2008-09	2009-10	2010-11
African American					
Collegewide					
Retention Rate ¹	84.6%	84.6%	77.5%	74.5%	72.4%
Success Rate ²	57.3%	55.5%	50.5%	47.8%	45.4%
Basic Skills					
Retention Rate ¹	81.3%	77.4%	73.4%	66.2%	66.3%
Success Rate ²	50.4%	44.5%	42.7%	32.9%	35.3%
CTE					
Retention Rate ¹	89.3%	88.6%	82.0%	73.2%	72.7%
Success Rate ²	68.2%	68.7%	61.8%	53.8%	52.3%
Liberal Studies/Transfers					
Retention Rate ¹	83.0%	83.9%	75.9%	77.5%	74.5%
Success Rate ²	53.3%	50.5%	46.1%	48.6%	45.1%
American Indian					
Collegewide					
Retention Rate ¹	89.2%	92.1%	80.6%	81.3%	81.2%
Success Rate ²	70.5%	74.4%	63.6%	62.6%	60.2%
Basic Skills					
Retention Rate ¹	85.3%	88.4%	72.8%	64.0%	78.3%
Success Rate ²	56.9%	76.7%	50.6%	36.0%	47.1%
CTE					
Retention Rate ¹	94.2%	94.1%	85.8%	88.4%	85.2%
Success Rate ²	83.1%	85.9%	73.4%	74.2%	73.3%
Liberal Studies/Transfers					
Retention Rate ¹	86.9%	91.0%	78.0%	79.3%	79.3%
Success Rate ²	64.9%	65.4%	58.4%	59.3%	55.2%



	2006-07	2007-08	2008-09	2009-10	2010-11
Asian/Filipino/Pacific Islander					
Collegewide					
Retention Rate ¹	90.3%	92.0%	87.4%	87.7%	86.7%
Success Rate ²	73.8%	75.9%	72.9%	74.5%	73.5%
Basic Skills					
Retention Rate ¹	90.0%	89.6%	91.1%	86.5%	87.6%
Success Rate ²	68.6%	73.0%	75.5%	62.5%	63.5%
CTE					
Retention Rate ¹	93.5%	95.1%	90.6%	88.7%	86.8%
Success Rate ²	84.2%	86.8%	81.3%	81.7%	78.6%
Liberal Studies/Transfers					
Retention Rate ¹	88.9%	91.0%	85.7%	87.4%	86.4%
Success Rate ²	69.8%	71.6%	69.1%	73.8%	73.6%
Hispanic/Latino					
Collegewide					
Retention Rate ¹	87.8%	89.0%	83.8%	84.1%	82.5%
Success Rate ²	64.9%	66.6%	63.3%	64.1%	62.2%
Basic Skills					
Retention Rate ¹	87.1%	87.7%	83.0%	81.5%	80.9%
Success Rate ²	60.4%	60.4%	58.9%	52.5%	53.0%
CTE					
Retention Rate ¹	92.0%	93.1%	88.1%	87.0%	85.4%
Success Rate ²	77.1%	79.7%	75.0%	73.8%	72.6%
Liberal Studies/Transfers					
Retention Rate ¹	86.3%	87.6%	82.2%	83.5%	81.7%
Success Rate ²	60.9%	62.1%	59.3%	62.9%	60.5%



	2006-07	2007-08	2008-09	2009-10	2010-11
White					
Collegewide					
Retention Rate ¹	89.3%	90.1%	85.8%	85.8%	85.3%
Success Rate ²	73.4%	73.7%	70.4%	71.6%	71.2%
Basic Skills					
Retention Rate ¹	86.0%	85.5%	81.7%	79.3%	77.9%
Success Rate ²	63.3%	61.8%	60.4%	54.0%	51.4%
CTE					
Retention Rate ¹	92.8%	94.0%	89.8%	89.1%	89.9%
Success Rate ²	83.0%	84.7%	79.9%	80.1%	81.1%
Liberal Studies/Transfers					
Collegewide					
Retention Rate ¹	87.6%	88.3%	83.9%	84.7%	83.7%
Success Rate ²	68.8%	68.6%	66.2%	69.1%	68.4%
Two or more races					
Collegewide					
Retention Rate ¹	85.5%	88.8%	81.0%	82.5%	80.2%
Success Rate ²	68.3%	68.2%	63.3%	63.7%	61.2%
Basic Skills					
Retention Rate ¹	87.5%	87.1%	80.4%	69.6%	72.3%
Success Rate ²	70.8%	72.6%	63.0%	40.0%	44.6%
CTE					
Retention Rate ¹	86.3%	89.4%	82.7%	85.2%	80.6%
Success Rate ²	68.5%	71.4%	70.6%	71.6%	65.6%
Liberal Studies/Transfers					
Collegewide					
Retention Rate ¹	85.5%	88.8%	80.7%	83.6%	81.3%
Success Rate ²	67.9%	66.9%	61.5%	64.8%	62.2%

¹ **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

² **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Figure 17: Retention and Success Rates for Students Enrolled at Bakersfield College by Socioeconomic Status

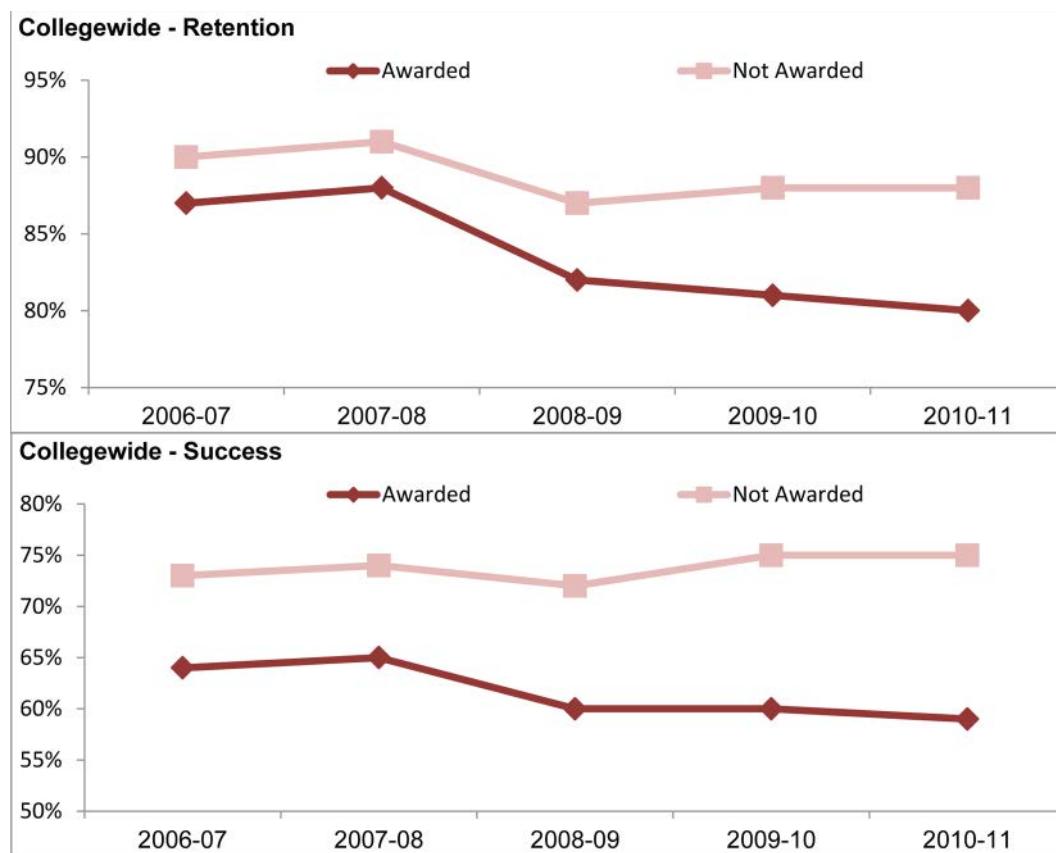


Table 12: Retention and Success Rates for Students Enrolled at Bakersfield College by Socioeconomic Status¹

	2006-07	2007-08	2008-09	2009-10	2010-11
Awarded Financial Aid					
Collegewide					
Retention Rate ²	86.7%	87.7%	81.8%	81.3%	80.2%
Success Rate ³	64.4%	64.9%	60.4%	60.1%	59.1%
Basic Skills					
Retention Rate ²	85.8%	85.8%	81.5%	78.2%	77.9%
Success Rate ³	59.8%	58.9%	56.2%	49.4%	49.4%
CTE					
Retention Rate ²	86.9%	88.0%	81.9%	81.9%	80.6%
Success Rate ³	65.0%	65.6%	60.9%	62.0%	61.0%
Liberal Studies/Transfers					
Retention Rate ²	85.3%	86.3%	80.1%	81.5%	79.8%
Success Rate ³	61.3%	61.6%	57.1%	60.7%	58.9%
Not Awarded Financial Aid					
Collegewide					
Retention Rate ²	90.3%	91.3%	87.2%	88.3%	87.8%
Success Rate ³	73.3%	74.3%	71.8%	75.0%	74.5%
Basic Skills					
Retention Rate ²	88.5%	87.0%	83.8%	82.8%	82.1%
Success Rate ³	63.1%	62.1%	64.4%	55.9%	57.5%
CTE					
Retention Rate ²	90.4%	91.5%	87.3%	88.7%	88.3%
Success Rate ³	73.8%	74.9%	72.2%	76.5%	76.0%
Liberal Studies/Transfers					
Retention Rate ²	88.1%	89.7%	84.2%	85.9%	84.7%
Success Rate ³	68.5%	69.7%	65.4%	70.1%	68.8%

¹ Socio-Economic Status is based on a student's need for financial aid.

² **Success rate numerator:** Number of course enrollments with a successful passing grade (A,B,C,P/CR).

³ **Retention rate numerator:** Number of course enrollments retained through the semester (grade = A,B,C,P/CR,D,F,NP/NC,I).

Success and Retention rate denominator: Number of enrollments retained (A,B,C,P/CR,D,F,NP/NC,I), withdrawn (W), and dropped (DR). Note: Beginning Summer 2008, DR grades are in the denominator, generally leading to a higher denominator and lower rate; DR assignment occurs when a student drops between census day and the last day to drop without receiving a W (30% date); DR grades did not exist before Summer 2008.



Student Progression Through a Sequence of Courses

Progress of student cohorts enrolling in specified courses during their first term at Bakersfield College is for two sets of course sequences in three discipline areas: from the lowest level to transfer level for English, mathematics, and reading course sequences as well as one level below transfer to transfer level for English, mathematics, and reading course sequences.

- For student progression through basic skills English starting at the lowest level, the English course sequence with four levels ranging from three levels below transfer (ACDV B68) to transfer level (ENGL B1A), began with a cohort of 224 students and 16 students (7.1 percent) successfully completed transfer level English within seven terms (Table 13)
- For student progression through basic skills mathematics starting at the lowest level, the mathematics course sequence with five levels ranging from four levels below transfer (ACDV B78) to transfer level (MATH B1A, B16, B2, B22, B23, BC, or B6A), began with a cohort of 216 students and none of the students successfully completed transfer level mathematics within seven terms (Table 13)
- For student progression through basic skills reading starting at the lowest level, the reading course sequence with four levels ranging from three levels below transfer (ACDV B91) to transfer level, began with a cohort of 126 students and 22 students (17.5 percent) successfully completed transfer level English within seven terms (Table 13)
- For student progression through basic skills English starting at the one level below transfer level, the English course sequence began with a cohort of 288 students one level below transfer (ENGL B1), and 57 students (19.8 percent) successfully completed transfer level English (ENGL B1A) within seven terms (Table 14)
- For student progression through basic skills mathematics starting at the one level below transfer level, the mathematics course sequence began with a cohort of 264 students one level below transfer (MATH BD), and 21 students (8 percent) successfully completed transfer level mathematics (MATH B1A, B16, B2, B22, B23, BC, or B6A) within seven terms (Table 14)
- For student progression through basic skills reading starting at the one level below transfer level, the reading course sequence began with a cohort of 195 students one level below transfer (ACDV B50), and 75 students (38.5 percent) successfully completed transfer level course work within seven terms (Table 14)



Table 13: Student Progression through Basic Skills Courses Starting at the Lowest Level

		English Course Sequence								% of ACDVB88 Cohort to Successfully Complete Transfer English within 7 Terms							
		ACDV B68 (Cohort) 3 Levels Below Transfer		ENGL B60 2 Levels Below Transfer		ENGL B1 1 Level Below Transfer		ENGL B1A Transfer Level									
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %	Enrolled # of Cohort	Successful # %	Enrolled % of Cohort	Successful # %								
Cohort ¹		224	175 78.1%	148	66.1%	77	52.0%	52	23.2%	27 51.9%	20	8.9%	16 80.0%	7.1%			
Math Course Sequence																	
		ACDV B78 (Cohort) 4 Levels Below Transfer		MATH B50 3 Levels Below Transfer		MATH BA 2 Levels Below Transfer		MATH BD 1 Level Below Transfer		MATH B1A, B16, B2, B22, B23, BC or B6A Transfer Level							
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %	Enrolled % of Cohort	Successful # %	Enrolled % of Cohort	Successful # %								
Cohort ¹		216	122 56.5%	79	36.6%	48	60.8%	41	19.0%	20 48.8%	16	7.4%	13 81.3%	1	0.5%	- 0.0%	0.0%
Reading Course Sequence																	
		ACDV B91 (Cohort) 3 Levels Below Transfer		ACDV B62 2 Levels Below Transfer		ACDV B50 1 Level Below Transfer		Transfer Level Coursework ¹		% of ACDVB91 Cohort to Successfully Complete Transfer Coursework ¹ within 7 Terms							
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %	Enrolled # of Cohort	Successful # %	Enrolled % of Cohort	Successful # %								
Cohort ¹		126	90 71.4%	66	52.4%	56	84.8%	39	31.0%	30 76.9%	29	23.0%	22 75.9%	17.5%			

¹Cohort: Students taking the lowest level basic skills courses, in each area, during their first term at Bakersfield College.

Table 14: Student Progression through Basic Skills Courses Starting at One Level Below Transfer Level

		English Sequence				% of ENGB1 Cohort to Successfully Complete Transfer English within 7 Terms	
		ENGL B1 (Cohort) 1 Level Below Transfer		ENGL B1A Transfer Level			
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %		
Cohort ¹		288	105 36.5%	78	27.1%	57 73.1%	19.8%
Math Sequence							
		MATH BD (Cohort) 1 Level Below Transfer		MATH B1A, B16, B2, B22, B23, BC or B6A Transfer Level		% of MATHBD Cohort to Successfully Complete Transfer Math within 7 Terms	
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %		
Cohort ¹		264	105 39.8%	37	14.0%	21 56.8%	8.0%
Reading Sequence							
		ACDV B50 (Cohort) 1 Level Below Transfer		Transfer Level Coursework ¹		% of ACDVB50 Cohort to Successfully Complete Transfer Coursework ¹ within 7 Terms	
		Enrolled # in Cohort	Successful # %	Enrolled % of Cohort	Successful # %		
Cohort ¹		195	113 57.9%	98	50.3%	75 76.5%	38.5%

¹Cohort: Students taking basic skills courses one level below transfer level coursework, in each area, during their first term at Bakersfield College.



Student Completions

Student completion outcomes include awards (associate of art or associate of science degree) and certificates (Certificate of Achievement or Job Skills Certificate), overall and by program, followed by student transfers to four-year institutions.

- Total Career and Technical Education awards in the areas of agriculture, allied health, business, computer studies, family and consumer education, and industrial technology declined more than ten percent from 2006–2007 to 2010–2011 (Table 15).
- Total Liberal Studies/Transfer Awards in the education/general studies, fine and performing arts, language/communication, mathematics and science, public safety, and social/behavioral sciences declined 20 percent from 2006–2007 to 2010–2011 (Table 15).
- Transfers to four-year institutions decreased by about six percent from 2006–2007 to 2010–2011 (Table 16).



Table 15: Awards and Certificates by Program

	2006-07			2007-08			2008-09			2009-10			2010-11			
	AA/AS	CA ¹	JSC ²													
Agriculture																
Agriculture Business Management	3			2			5			7	1		2			
Animal Science	5			4	1		8	1		7	2		7	1		
Crop Science	1			2			2			3			2	1		
Environmental Horticulture	2	11		1			1						1	2		
Forestry	8	2		8	2		2			5	1		5	3		
Horticulture				1						1						
Veterinary Technician				7			4			4			3			17
Total	19	13	7	18	3	4	18	1	4	23	4	3	17	7	17	
Allied Health																
Emergency Medical Technician																92
Nurse Assistant				49			47			99			83			101
Radiological Technology	17			20			15			22			15			
Registered Nursing	120			130			158			165			126			
Vocational Nursing				28			27			23			23			20
Total	137	28	49	150	27	47	173	23	99	187	23	83	141	20	193	
	2006-07			2007-08			2008-09			2009-10			2010-11			
	AA/AS	CA ¹	JSC ²													
Business																
Accounting	20			22			22			18			12			
Administrative Office Assistant	2			1			3			4			5			
Bookkeeping		10			13			10			22			10		
Business Administration	62			73			65			60			74			
Business Communication		174			156			103			79					
General Business		25			22			18			36			23		
General Management					2						3					
Marketing	1			1			4			7	2		1	2		
Office Assistant I	1	4		2	5			3		1	8		1	8		
Office Assistant II	3			3			1			4			1			
Real Estate	2			3	2		3	3		1	3		3	2		
Retail Management-Supermarket											2					
Total	86	15	203	100	20	185	97	14	124	90	34	126	95	16	31	
Computer Studies																
Computer Information Systems	5			2			7			3			3			
Computer Science	2			2			2			5			2			
Geographic Info Systems		1			2								1			
Office Software Specialist		1														
Web Authoring-Design Emphasis							1			2			4			
Total	7	2	4	2	10					10	1	9				
Education/General Studies																
Liberal Arts/Science	252			243			231			165			132			
Liberal Studies/Liberal Arts												2				
Liberal Studies	101			79			85			83			77			
Physical Education	1			2			4			1			3			
Total	354			324			320			251			212			



	2006-07			2007-08			2008-09			2009-10			2010-11		
	AA/AS	CA ¹	JSC ²												
Family & Consumer Education															
Child Development & Family Relations	66			45			57			46			33		
Child Development Assistant Teacher				63			97			99			66		72
Child Development Associate Teacher				59			89			82			65		55
Child Development Master Teacher: Infant/Toddler		3									1	1			1
Child Development Master Teacher: PreSchool		1					2			2					
Child Development Master Teacher: Special Ed		2			1	1				1					3
Child Development Teacher		22			27			23			17				19
Child Nutrition Management											1				1
Culinary Arts	3	1		7	3		2	2		4	7		4		8
Dietetic Services		2						3			1				1
Food Service Management	1			2			2			1					1
Total	70	31	122	54	31	189	61	28	184	52	26	132	38	33	127
Fine & Performing Arts															
Art	13			7			12			9			11		
Digital Arts: Computer Graphic Art	3			1						1					
Digital Arts	8	4		10	5		13	4		11	5		10		1
Music	1			2			1			4			2		
Theatre Arts	1									1					
Total	26	4		20	5		26	4		26	5		23	1	
	2006-07			2007-08			2008-09			2009-10			2010-11		
	AA/AS	CA ¹	JSC ²												
Industrial Technology															
Apprenticeship - Carpentry		22			1			3							
Apprenticeship - Electrician		17			6			14			10				9
Apprenticeship - Operating Engineer		2						5							4
Apprenticeship - Sheetmetal		9			1						3				2
Automotive Tech: Brake & Wheel Alignment		1			11			2			5				6
Automotive Tech: Engine Overhaul		1			9				1		4				8
Automotive Tech: Power Train		1			9			1			5				4
Automotive Tech: Auto Tune-up		2			11			1			7				8
Automotive Tech: Basic Auto Maint & Service			8			1									
Automotive Tech: Indstrl Tech,Automotive Optn	1			2	1		4			4					
Construction Tech: Air Condit, Heating & Refrig			16			14					11				
Construction Tech: Building & Related Codes			35			42			25						
Construction Tech: Indstrl Tech,Construction Optn	1			1	2		2			1	2				
Construction Tech: Plumbing/Pipefitting		22			9			11			13				
Diesel & Farm Equipment			9			12			13						
Electronics Tech	7			5			1			1					14
Electronics Tech: Indstrl Tech,Electronics Optn	4			6	1		2	6			4				3
Industrial Drawing: AutoCad			28			39			38			43			
Indstrl Tech,Industrial Drwg			2			1			1			3			2
Industrial Drawing	1			1			2			1					2
Industrial Tech, General												2			



	2006-07			2007-08			2008-09			2009-10			2010-11			
	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	
Industrial Technology, Continued																
Manufacturing Tech: Basic Mach Tool Op/Lathe, Mill						26			22			1				66
Manufacturing Tech: Computer Num Control Program												8				4
Manufacturing Tech: Control Systems Tech															1	1
Manufacturing Tech: Indstrl Tech,Automtd Prod/Mfg	1							1								
Manufacturing Tech: Indultrl Tech,Mfg Tech					1									1	1	
Manufacturing Tech: Programmable Logic Controllers		37				2						1				
Production Maintenance		4							1			4				
Welding Tech: Blueprint Reading & Layout		4			6			3			13				7	
Welding Tech: Gas/Tung/Flux Core Arc Welding		9			11			6			17				14	
Welding Tech: Indstrl Tech,Welding Option				1	3		1			1	1				5	
Welding Tech: Shielded Metal Arc Welding			5			5			1			9			5	
Woodworking Tech: Indstrl Tech,Wood/Cabinet	1														1	
Woodworking/Cabinetmaking					13						12					
Total	9	84	155	13	70	171	13	44	110	10	55	119	12	62	96	
	2006-07			2007-08			2008-09			2009-10			2010-11			
	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	
Language/Communication																
American Sign Language	16			10			9			13			9			
Communication	15		113	24		106	21	83	14	21	99		32	20		
English	10			8			10			7			15			
Journalism	5		1	2			2		1	7			1			
Spanish	13			13			9			10			11			
Total	59	114	57	106	51	83	15	58	99	68	20					
Math & Science																
Architectural CAD			4			13			1			12			14	
Architecture/Architectural Drafting	10			6			16			6			9			
Biology	13			11			15			11			19			
Biology, Emphasis Human	43			75			70			54			52			
Chemistry	1												2			
Engineering Technology	1									1						
Engineering, General	3			1			4			1			1			
Mathematics	8			6			4			8			6			
Physics										1			3			
Total	79	4	99	13	109		1	82		12	92		14			
Public Safety																
Administration of Justice	14			6			5			2			2			
Correctional Administration	4			6			6									
Fire Technology	15	9		24	28		14	36		22	4		16	9		
Total	33	9		36	28		25	36		24	4		18	9		



	2006-07			2007-08			2008-09			2009-10			2010-11		
	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²	AA/AS	CA ¹	JSC ²
Social/Behavioral Sciences															
Anthropology	4			6			4			2			10		
Chicano Studies	3						2			1			4		
Criminal Justice	13			15		3	17			29		3	41		
Economics	2			3			7			5			2		
History	22			20			16			16			28		
Human Services	34		9	17		4	30		12	28		4	26		8
Philosophy	5			9			1			3			4		
Political Science	3			4			6			5			5		
Political Science, Domestic Policy				1			1			1			1		
Political Science, International Relations	3						1			2			1		
Psychology	34			56			42			52			57		
Sociology	9			22			6			12			15		
Total	132	9	153		7	133		14	156		7	194		8	
Total CTE Awards ³	328	171	538	339	151	598	372	110	521	372	142	464	312	138	464
Total Liberal Studies/Transfer Awards ⁴	683	13	127	689	33	126	664	123	30	597	108	19	607	30	22
Total Collegewide Awards	1,011	184	665	1,028	184	724	1,036	233	551	969	250	483	919	168	486

¹ CA: Certificate of Achievement

² JSC: Job Skills Certificate

³ CTE Awards: Agriculture, Allied Health, Business, Computer Studies, Family & Consumer Education, and Industrial Technology

⁴ Liberal Studies/Transfer Awards: Education/General Studies, Fine & Performing Arts, Language/Communication, Math & Science, Public Safety, and Social/Behavioral Sciences

Table 16: Transfers

	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: Data was extracted from the California Postsecondary Education Commission (CPEC) website for all years available; 2006-07, 2007-08, 2008-09, 2009-10, 2010. For 2010-11, CPEC data was not available so data was extracted from the California State University and University of California websites.



Graduate Data

Licensure Certification and Examination Pass Rates

Bakersfield College records licensure certification and examination pass rates for three allied health areas. These areas include registered and vocational nursing and radiologic technology (Table 26).

- The number of students taking the California Board of Registered Nursing NCLEX examination increased from 95 in 2006 to 125 in 2010 with pass rates ranging between 88 percent and 93 percent
- The number of students taking the California Board of Vocational Nursing BVNPT licensure examination increased from 21 in 2006 to 28 in 2010 with pass rates ranging between 80 percent and 100 percent
- The number of students taking the American Registry of Radiologic Technologists certification examination was 21 in 2006 and 2010, with a few 2007 through 2009, and all pass rates were 100 percent.

Table 26: Licensure Certification/Exam Pass Rates

	2006		2007		2008		2009		2010	
	# Taken	% Pass								
CA Board of Registered Nursing NCLEX Exam	95	90%	122	91%	152	88%	157	93%	125	88%
CA Board of Vocational Nursing BVNPT Licensure Exam	21	81%	1	100%	26	92%	24	80%	28	86%
American Registry of Radiologic Technologists (AART) Certification Exam	21	100%	18	100%	19	100%	15	100%	21	100%

II.A.1.b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

A large majority of classrooms and labs are equipped with internet access, VCR/DVD projection, and computers. Instructors use these technologies as well as traditional lectures, laboratory exercises, discussions, demonstrations, clinical and work experience, and collaborative group activities to enhance student learning. In addition, many faculty members augment face-to-face courses by using personal websites, Moodle course shells, and the newly implemented Luminis portal, called *InsideBC* to post assignments, accept assignments, answer questions, post ancillary materials and videos, and conduct discussions to enhance learning (II.A.40, II.A.41).

The Technology Learning Center provides training for faculty interested in incorporating technology (primarily computer-based technology) into classroom presentations and class websites. Equipment and software are chosen by the director of the Technology Learning Center using her expertise as well as input from faculty users. The educational media design specialist is responsible for keeping the software up-to-date while Information Technology provides the expertise for maintaining and updating computer hardware. Effective use of technology for teaching leads to increased learning by students. Workshops provided by the educational media design specialist in the Technology Learning Center focus on how to incorporate various technological tools into the classroom presentations and websites. Workshops are held at various times of the year, on differing days of the week, and at differing times of the day face-to-face and



online in order to fit as many faculty schedules as possible. A particularly intensive set of workshops introduce faculty to the nuts and bolts of how to use the Moodle course management system. This set of introduction to Moodle workshops consists of 14 modules done solely online over a two-week period. A small set of online workshops were also offered in 2009 and 2010 for faculty converting from a previous course management system called Etudes to the Moodle platform (II.A.42.a, II.A.43).

Online and Interactive courses are developed by faculty and their departments. This is not a function of the Extended Learning Department. Distance Education courses go through the same curriculum approval process as traditional courses, with the addition of the Distance Learning Form. This form is approved by the Distance Education Subcommittee and includes requirements that the course have the same rigor and student learning outcomes as face-to-face courses. The assessments may be different based on modality, but must be approved by the department as being of equal rigor. The course also needs to meet Americans with Disabilities Act requirements. Evaluation of online courses is included in the faculty evaluation process, with different online student evaluation forms and observation forms (II.A.44, II.A.45).

Self Evaluation

Bakersfield College partially meets this standard.

Bakersfield College stopped offering Instructional Television courses after the 2009–2010 academic year because of low success and retention rates, duplication in online courses, and the lack of cost effectiveness. A task force of the Kern Community College District wide Instructional Technology Committee (itself composed of faculty, classified staff, and administrators) was formed in spring 2009 to determine what services supporting distance education would be best shared at the Kern Community College District level and what would be best offered at the individual College level. In fall 2009 the task force focused on moving to one course management system to better ensure that students have a consistent experience across the Kern Community College District and because Bakersfield College and the Kern Community College District could not simultaneously support the two different course management system being used. Porterville College was using Etudes, Cerro Coso was using Moodle, and Bakersfield College was using both. After further discussion by the entire Instructional Technology Committee, the decision was made to go solely with Moodle and the task force then worked on creating a common minimum base-level functionality template for the Moodle shells that could then be branded by the colleges and expanded by individual faculty (II.A.46).

The student success rates in Bakersfield College's online courses are on average 14.4 percent lower than in face-to-face courses and the retention rates are on average 8.7 percent lower than in face-to-face courses between the academic years 2007–2008 to 2010–2011, so the Information Services Instructional Technology committee created a task force in 2010–2011 to develop recommendations for how to improve the student success rates. Three recommendations came from this:

1. Hire a faculty director of extended learning technologies who would “promote online learning and teaching as well as effective teaching practice using technology; support the development of online courses; coordinate technical training and provide instructional and pedagogical support to faculty teaching online, hybrid, interactive and technology-enhanced onsite classes; and provide leadership for innovation in web-based teaching and learning.”



2. Develop a student early alert system for those students who are in danger of failing the course.
3. Develop an online student orientation system. A pilot study was implemented for online tutoring for mathematics and discussions are underway to expand this program (II.A.48, II.A.49, II.A.50).

Bakersfield College conducted a survey of online instructors in the fall of 2011 to determine if courses met Americans with Disabilities Act requirements, Regular and Effective Contact standards, and student authentication and inactive student dropping standards. Meeting of the Americans with Disabilities Act requirements needed improvement. Americans with Disabilities Act training is now offered online and future face-to-face trainings are in the planning stage. Bakersfield College meets Student Authentication requirements by providing secure login and password protection and by having a proctoring policy. Bakersfield College's Regular and Effective Contact policy set a definitive standard for contact between students and faculty and provides guidelines for online faculty to drop inactive students. Students are informed of this policy within the course (II.A.51).

Actionable Improvement Plan #2

Standard II.A. Instructional Programs

To enhance the quality of online distance education courses, Bakersfield College, under the leadership of the executive vice president of academic affairs and student services, and the dean of learning resources will develop and implement by spring 2013 a detailed plan to improve the services to distance education students to increase their ability to succeed in their courses. The plan will include the appropriate support to implement the following:

- Development of an online student orientation system to better prepare students for online courses with the overall goal of increasing their success in those courses.
- Development of a student signal alert system that would inform students of their current course progress and refer them to appropriate helpful resources.
- Development of an online tutoring program to increase students' ability to succeed in an online course.
- Increased online counseling to better support online students with the goal of increased retention.
- Development of additional pedagogical training and support for online faculty.

The executive vice president of academic affairs and student services and the dean of learning resources will present an annual status report to the Information Systems and Instructional Technology Committee for input and evaluation.

II.A.1.c. *The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

Bakersfield College has completed the process of establishing common student learning outcomes for every course and program it offers. Every department has submitted updated and faculty reviewed student learning outcomes to the Curriculum Committee for approval, and courses that have not been reviewed in the past six years are not being



offered until a review has taken place. These student learning outcomes are standard for each section of a course whether it is delivered on campus, at remote sites, or via distance education. Every course syllabus given to the students is required to list the course student learning outcomes. A program level assessment module was developed in curricUNET in spring of 2012 and program level plans were transferred to this modality in summer, 2012. Plans previous to this time are posted on the Bakersfield College Assessment Website. Faculty members have continued to enhance their ability to write and assess student learning outcomes through a variety of professional development and Flex activities since the 2003–2004 academic year. (II.A.52, II.A.53, II.A.54, II.A.55, II.A.56, II.A.57).

The Academic Senate approved the formation of the faculty-led Assessment Committee in 2005. The committee established protocols for the submission of Assessment Plans for each discipline and coordinates all student learning outcomes assessment processes and reports to executive vice president of academic affairs and student services. Faculty have engaged in extensive dialogue about and training in establishing student learning outcomes and now the focus of dialogue and training is turning to assessing the student learning outcomes and using the results to improve student learning outcomes (II.A.58).

In fall 2009, the vice president of Instruction stressed an increased concentration in assessment training and support on program level outcomes. The Assessment Committee provided leadership and each department was assigned the task of developing Program Level Outcomes for one of their programs and completing an assessment cycle for one Program Level Outcome each year. By May 2012, 100 percent of instructional programs developed program level outcomes and completed a full assessment cycle. In fall, 2008 the Assessment Committee chose to institute administrative unit outcomes for noninstructional units, allowing them to participate in the assessment process while concentrating on issues that are of importance to their effectiveness. In spring 2009, 63 percent noninstructional units developed administrative unit outcomes and completed one assessment cycle. By spring of 2010, training and support from the assessment committee and co-chairs created a 100 percent participation rate from noninstructional units (II.A.59).

The Assessment Committee developed Institutional Level Outcomes in 2006 that included General Education Outcomes. In spring of 2009, the Assessment Committee and Institutional Effectiveness Committee worked with the General Education Committee to develop an institutional assessment process for courses meeting General Education Outcomes. The committees chose the Oral Communication General Education outcome and developed a pilot study to evaluate whether this outcome was being met. A common oral presentation rubric was developed by the Communication Department and a sample of student work was assessed to determine success. Because the committee members found that it was prohibitively difficult to obtain a large enough sample to produce a valid assessment, the participants determined that another method of institutional level outcomes assessment was necessary. In the summer of 2011, the Assessment Committee and General Education Committee developed a more useable process for institution level outcomes assessment based upon the method used at Johnson County Community College. The committees completed an assessment of written communication General Education Outcome by evaluating the results and decisions made by the English Department after a group evaluation of student essays. It was determined by the joint committees that students were meeting the General Education Outcome standards and the institution level outcomes assessment was valid, reliable, and useable. In fall of 2011, the Assessment Committee decided to evaluate



the Physical Universe and Life Forms General Education Outcome and informed the mathematics, Physical Sciences, Behavioral Sciences, Agriculture, and Philosophy departments of the process with the intention of assessing this outcome in summer of 2012 (II.A.60).

As instructional and noninstructional programs progress with program level assessment plans, more programs are using results and data to make curricular and program changes. Budgetary requests to support these changes are included in Annual Program Review plans and are used in annual budgetary decisions. In addition, to encourage dialogue between programs, an assessment reception was sponsored by the Assessment Committee in spring 2011. Departments and programs developed science fair-like presentations of what they learned and what changes were made, encouraging learning from each other and improving the assessment process for the next cycle (II.A.61, II.A.62).

Results from assessments are routinely used to impact budget requests and institute departmental changes to improve outcomes. For instance, the assessment of the Family and Consumer Education Department's student learning outcomes and student success rates led to the creation of an Academic Assistance Program in fall 2010 to assist their students. The department's assessment found a need for improvement in math and writing specific skills for the students taking courses in child development and culinary arts. Friday morning seminars include an hour lecture on a particular student success topic followed by a two-hour block for one-on-one work with the students (II.A.63, II.A.64).

In fall 2011, the Bakersfield College Assessment Committee developed and instituted an additional Institutional Level assessment process. Program assessment plans from spring 2011 were evaluated by the committee along with the results of the Community College Survey of Student Engagement and themes were developed. The theme of "student engagement" was chosen because multiple departments who mentioned this as an issue impacting student success and retention. At the Opening Day meeting in 2011, the Assessment Committee announced the first Bakersfield College Think Tank. Faculty, staff, and administrators were invited to discuss student engagement, best practices, and applicable research including the Community College Survey of Student Engagement survey results for Bakersfield College. The goal of this work team has been to develop an intervention to impact student engagement for spring of 2012. Plans are currently under way to sponsor several projects in the spring, including an electronic scavenger hunt of study skills support sites for students, a student engagement and assessment mini-conference for all three colleges hosted at Bakersfield College, and an interdisciplinary study on student engagement techniques to provide data on effectiveness and train faculty experts.

Continued assessment training is offered by the Assessment Committee during both Professional Development week in the fall and Assessment Week in the spring. In addition, students were included in Assessment Week by being given a slice of pizza if they are able to cite the student learning outcomes for a class. Finally, in March 2012 Bakersfield College hosted a District wide conference on student engagement which featured a nationally-recognized expert Elizabeth Berkley as the keynote speaker (II.A.65, II.A.66, II.A.67, II.A.68, II.A.69, II.A.70.a, II.A.70.b).

Self Evaluation

Bakersfield College meets this standard.



Bakersfield College has demonstrated a commitment to the assessment of course, program, and institutional student learning outcomes dating back to 2003. The Assessment Committee has provided student learning outcome assessment training and support to faculty and staff as well as an infrastructure to house and access student learning outcomes and data. In addition, the committee continues to evaluate the effectiveness of assessment trainings and systems and institute changes to improve the process. Bakersfield College has used results of course, program, and institutional level assessment plans to inform budget and curricular changes in order to continue to support and improve student success at Bakersfield College.

Actionable Improvement Plans

None

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- II.A.2.** *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, development, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*
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Descriptive Summary

The criteria and processes Bakersfield College uses to decide to offer its programs are stated in the Educational Master Plan. Bakersfield College utilizes the same planning, assessment, and review processes in basic skills, transfer, contract education, and career technical education. The Academic Senate, Curriculum Committee, faculty department chairs, and academic deans are all actively involved in establishing, monitoring, and supporting the highest quality of Bakersfield College's offerings. Instructional deans monitor the quality of contract education in the areas of paramedic training, public safety training, and dual enrollment located off campus. Faculty members in these areas are chosen with the same rigor as those teaching Bakersfield College's traditional offerings (II.A.71).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College is committed to providing accessible and effective learning for all students as stated in its mission. Courses are offered in the core mission areas of general education and transfer, Career and Technical Education, and basic skills (precollegiate). Bakersfield College's standards are uniform regardless of the mode or level of instruction.

Actionable Improvement Plans

None



II.A.2.a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

All Bakersfield College programs are developed and reviewed by program faculty following the guidelines generated through Title 5, the state wide Academic Senate, and the state chancellor's office. Program faculty are also guided by procedures established by the Bakersfield College Academic Senate and Curriculum Committee ensuring appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. Bakersfield College offers programs in the areas of transfer and general education, basic skills, contract education, and Career and Technical Education. Bakersfield College has implemented curricUNET, a web-based curriculum development and workflow automation program from Governet, for its curriculum review and program level assessment processes. An overview of curricUNET is described at <http://governet.net/solutions/curricunet-software/> (II.A.1.a).

Self Evaluation

Bakersfield College meets this standard.

Course development is the purview of the faculty who utilize curricUNET to assist in designing courses, create course outlines, and establish student learning outcomes. These are reviewed by the Curriculum Committee and the Board of Trustees. The role of the Curriculum Committee in course and program development is committee approval of courses and programs. With the recent adoption of the curricUNET software system, the process of course and program approval and review promises to become more systematic and provide Bakersfield College with concise procedures to monitor and review curriculum. The implementation of curricUNET has not gone as well as hoped and numerous bugs in the system, particularly its approval queue process have made Bakersfield College develop a home-grown workaround software system to move curriculum through the review, feedback, approval process. The Kern Community College District continues to work with Governet (curricUNET vendor) to resolve the issues (II.A.1.a, II.A.72).

After much faculty and administrative consideration the Unit Plan has been changed to an Annual Program Review that focuses on goal setting, integration with District and College goals, budget considerations, student learning, and assessment of outcomes. After the annual review, the Program Review Committee makes recommendations and commendations to the department, the Academic Senate and Bakersfield College's College Council. To enhance the evaluation process, the Academic Senate established the Assessment Committee in 2005. This committee, co-chaired by a faculty member, is charged with coordinating all student learning outcome assessment and sponsoring training to faculty and service programs with related challenges and best practices (II.A.73, II.A.58).

Actionable Improvement Plans

None



II.A.2.b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

Descriptive Summary

Bakersfield College relies on faculty expertise to identify competency levels and measurable student learning outcomes for all courses, certificates, programs, and degrees. Faculty consult with advisory committees for occupational programs and with California's four-year institutions to assure ease of transfer. Faculty actively participate in the Transfer Model Curriculum initiative and actively pursue professional development in the area of Basic Skills instruction (II.A.20).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College relies on faculty expertise to identify competency levels through their work in the academic departments and through membership and work on the Curriculum Committee and the Assessment Committee. These two committees make recommendations regarding establishing and evaluating, planning, and improving instructional courses and programs (II.A.1.a, II.A.58).

Bakersfield College has established student learning outcomes for each of its courses, and through the process of entering these outcomes in curricUNET, academic departments included assessment methods and results along with concise course outlines. Courses are reviewed by the faculty led Curriculum Committee at least every six years or are not offered until a review has taken place. Each course syllabi includes course student learning outcomes. (II.A.52, II.A.53).

Faculty review program curriculum and make changes through assessment of student learning and according to the needs of the students and the discipline. Changes are achieved through departmental meetings, instructional dean input, and approval of the Curriculum Committee. Training on assessment tools and techniques is also provided by faculty experts during Assessment and Professional Development weeks (II.A.74, II.A.75, II.A.76.a, II.A.76.b).

The English Department met spring semester 2011 to discuss the low success rate in ENGL 50, and it was noted through program assessment activities that the course student learning outcomes did not tie in well with the next course in the series (ENGL 1A, the transfer-level course). As a result, new student learning outcomes were proposed. The goal is that the new student learning outcomes will allow instructors to focus on both improving writing skills in general and introduce concepts and skills that will be further developed in the next course. The department approved these student learning outcomes in fall 2011 for use in spring 2012, and the course outline will be revised and submitted to the Curriculum Committee. The department also voted to replace the previous student learning outcome assessment tool (a departmental final: a timed, 400-word essay) with a new student learning outcome assessment tool (an instructor developed assignment: a typed, 700-word essay using two sources).



Instructors will meet each semester to evaluate the papers and design a rubric (II.A.77, II.A.78, II.A.79, II.A.80).

Actionable Improvement Plans

None

II.A.2.c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

Instructional quality in breadth, depth, and rigor are ensured through the faculty hiring and evaluation process. Minimum qualification in the discipline area is required and a teaching demonstration is required during the interview process. Peer evaluation is conducted annually for the first three years of teaching and then once every three years after that. Professional development is encouraged and funded as budget dollars allow. Flex activities are offered prior to and throughout each semester. The Staff Development Coordinating Council provides opportunities for faculty peers to provide best practice discussions and research presentations, as well as, guest speakers and webinars (II.A.81, II.A.6, II.A.7, II.A.8, II.A.9, II.A.42.a).

In addition to the rigor that Bakersfield College as a whole has established for the selection and professional development of its faculty, program course sequencing is established by course numbers or levels and course descriptions indicating depth and rigor. Student learning outcomes and course outlines are reviewed by the Curriculum Committee as they are input into curricUNET. Curriculum is reviewed and analyzed through a six-year review cycle. The recent adoption of the Operational Data Store system allows department chairs and deans to review time to completion, student success and graduation rates using data drawn directly from the Banner student records system (II.A.42.b).

Course outlines are established and reviewed regularly through a six-year review cycle by the faculty on the Curriculum Committee. These outlines list the course prerequisites, course description, course objectives, course content, instructional methodologies, methods of evaluations, assignments, critical thinking assignments and student learning outcomes. Bakersfield College's articulation counselor reviews new course proposals for the viability of articulation with transfer institutions and monitors course revisions so that they do not jeopardize current articulation agreements (II.A.82).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



II.A.2.d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Descriptive Summary

Courses are offered between 7:30 a.m. and 10 p.m. six days per week, asynchronously online, and through interactive video. Bakersfield College offers between 1,200 to 1,600 course sections per semester during fall and spring, and a smaller number of sections during the summer session. Planning for the class schedules takes a great deal of work and coordination from faculty, department chairs, instructional deans, and academic services staff. A complete list of semester course offerings can be found online several months prior to the beginning of each semester. For all courses, Bakersfield College compiles statistics of student success for the annual Accountability Reporting for the Community Colleges as required by AB 1417 (II.A.14).

Faculty addresses students' lifestyle and learning challenges by using a variety of delivery and instructional methods; including online and hybrid courses, computer-assisted instruction, interactive television, and traditional lectures and discussions enhanced with CD-ROM, PowerPoint, maps, overhead projections, internet, demonstrations, hands-on activities, and group projects. Department chairs analyze and compare success rates of the various delivery modes through the assessment and program review process (II.A.84).

Self Evaluation

Bakersfield College meets this standard.

The student success rates in Bakersfield College's online courses are on average 14.4 percent lower than in face-to-face courses and the retention rates are on average 8.7 percent lower than face-to-face courses between the academic years 2007–2008 to 2010–2011, so the Information Systems and Instructional Technology Committee created a task force in 2010–2011 to develop recommendations for how to improve the student success rates. Three recommendations came from this: (1) hire a faculty director of extended learning technologies who would "promote online learning and teaching as well as effective teaching practice using technology; support the development of online courses; coordinate technical training and provide instructional and pedagogical support to faculty teaching online, hybrid, interactive and technology-enhanced onsite classes; and provide leadership for innovation in web-based teaching and learning." (2) Develop a student early alert system for those students who are in danger of failing the course. (3) Develop an online student orientation system. (II.A.48, II.A.49).

Actionable Improvement Plans

None



II.A.2.e. *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

Department faculty review and discuss course content, modes of instruction, student learning outcomes, objectives, prerequisites, and textbooks. Modes of delivery, relevance, appropriateness, currency, and future needs of the department are also considered. Until recently, all departments went through a six-year program review process; currently, these discussions take place throughout each semester and are formalized in the newly revised Annual Program Review (II.A.2, II.A.3, II.A.73).

Self Evaluation

Bakersfield College meets this standard.

In the past, an annual formal Unit Plan was created that focused on specific budget needs of the department without connecting those needs to specific areas of the Educational Master Plan and the strategic goals of Bakersfield College. Recommendation 4 from the Accrediting Commission of Community and Junior Colleges in 2006 was the impetus for the revised review process that now links instructional planning with campus planning, assessment, curriculum and budget processes. Annual Program Reviews will be studied by the newly restructured Program Review Committee which will pass along commendations and recommendations for improvement back to the departments, the Academic Senate, College Council and the President. Embedded in this process are departments' self-reflection on strengths and weakness of the departments and action plans for improving student achievement and maintaining relevancy.

Actionable Improvement Plans

None

II.A.2.f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

Since the recent 2005 creation of the Assessment Committee, a systematic evaluation of assessment planning and results is still being perfected. Experience gained in evaluating the effectiveness of student learning outcomes in the top five courses students take in their first 30 units (Health Ed B1, History B17A, English B60, Psychology B1A, Communication B1) and Math BA as part of the Foundations of Excellence in 2007-2008 has been used in improving the assessment efforts College wide by the Assessment Committee. Program level outcome plans were submitted in spring of 2009. By 2011, 100 percent of noninstructional departments turned in a plan. One hundred percent of



instructional areas completed assessments in spring 2012. Assessment plans are made accessible to constituents on the assessment website and assessment discussions are held on the assessment blog. The Assessment Committee is charged to identify broad-based issues of concern and to also identify best practices from across Bakersfield College. Plans were reviewed by the Assessment Committee and improvement themes were determined (II.A.59, II.A.113, II.A.114).

Self Evaluation

Bakersfield College meets this standard.

Of these systematic assessment efforts, "Student Engagement" was the foremost theme, and a think tank is scheduled for 2011–2012 to develop action plans with financial support from the Staff Development Coordinating Committee. Course level and program level assessment plans are due to be added into the curricUNET module this year. However, continued problems with implementing curricUNET may push that back another year. Institutional level student learning outcomes are developed, and departments have completed a program level assessment cycle. In fall 2011, the English Department worked with the Assessment Committee and members of the general education group on the Curriculum Committee to assess their General Education student learning outcomes and assessment results to complete the Institutional Level Plan. It was determined that students were meeting the General Education Outcome standards and that the Institutional Level Outcome assessment was valid, reliable, and useable. In fall 2011, the Assessment Committee decided to evaluate the Physical Universe and Life Forms General Education Outcome and informed the Mathematics, Physical Sciences, Behavioral Sciences, Agriculture, and Philosophy departments of the process with the intention of assessing this outcome in summer 2012 (II.A.60).

The Annual Program Review process guides departments in a systematic and longitudinal review of strengths and weaknesses, and integrates planning with Bakersfield College's Strategic Plan (II.A.73, II.A.2).

Actionable Improvement Plans

None

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

There are three departmental course exams at Bakersfield College: the Final Essay Exam in English, the Proficiency of Writing (P.O.W.) in Academic Development, and the Final Paragraph in English as a Second Language.

In the English Department, the student learning outcomes for English 60 are aligned with the requirements for the F.E.E. During the week before final exam week, ENGL 60 instructors meet to grade these essays using a rubric. One of the coordinators for the 60 Final Exam Essay reports that, to avoid bias, English faculty work closely with ESL instructors to develop topics, and any essay identified as "ESL" is scored by at least one ESL instructor whenever possible (II.A.85, II.A.86).



The Academic Development Department conducts grading sessions twice a semester. They use a rubric which is regularly updated. Similarly, the English as a Second Language Department meets to grade the Final Paragraphs using a rubric, and the exam is tied to the student learning outcomes (II.A.87, II.A.88).

Licensing examinations are externally applied.

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Criteria for evaluating student learning and awarding credit are stated in the *Bakersfield College Catalog*, reflect Board Policy, and are in line with Title 5 regulations. Student evaluation processes and grading criteria are published in course outlines and appear in course syllabi (II.A.84, II.A.89, II.A.90, II.A.91).

Self Evaluation

Bakersfield College meets this standard.

Also stated in the catalog are the academic regulations that explain remedial coursework policy, credit/no credit classes, attendance, examinations, grading standards, in-progress grades, withdrawal grades, grade point average, grade changes, prerequisite/co-requisite policy, course repetition, honors, academic probation, academic dismissal, and academic renewal policy and procedures. Due to growing assessment activities across campus, faculty members are continually examining and improving the alignment of course assessment activities with the stated course student learning outcomes and using rubrics to evaluate assignments and student success (II.A.49, II.A.89).

Actionable Improvement Plans

None

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Bakersfield College clearly articulates the requirements for the awarding of degrees and certificates in the *Bakersfield College Catalog*. The catalog details student achievement requirements for all degree and certificate programs including minimum competencies in reading, grade point average requirements, and courses needed for specific fields of study.



Self Evaluation

Bakersfield College meets this standard.

In addition to clearly stated requirements in the *Bakersfield College Catalog*, specific learning objectives and student learning outcomes for programs are being listed in curricUNET as Bakersfield College moves towards comprehensive program assessment. In the spring of 2011, departments from across the disciplines began to publicly display their department's learning outcomes and to share best practices in the way that they assess program outcomes at an assessment reception (II.A.61, II.A.92, II.A.93).

Actionable Improvement Plans

None

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- II.A.3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General Education has comprehensive learning outcomes for the students who complete it, including the following:***
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Descriptive Summary

Each degree program requires a component of general education which is clearly defined in the *Bakersfield College Catalog*. The General Education Program includes those courses required of all students, regardless of major or career goals, for the associate degree or for transfer to a four-year institution in California. The General Education program was designed to be an exciting, dynamic, and essential part of a student's education. The General Education pattern and all courses that meet general education requirements and the number of units required from each area are clearly listed in the *Bakersfield College Catalog* (II.A.92).

Self Evaluation

Bakersfield College meets this standard.

All courses are reviewed on a six-year cycle for General Education and transfer and basic skills classes and two-year cycle for Career and Technical Education by the Curriculum Committee. Bakersfield College has tightened its standards for the General Education and transfer courses by developing student learning outcomes for the five General Education areas:

- Communication in the English Language and Critical Thinking
- Physical Universe and Life Forms
- Arts, Literature, Philosophy and Foreign Language
- Social, Political, Legal, and Economic Institution and Behavior, Historical Background
- Lifelong Understanding and Self Development



The student learning outcomes for the General Education and transfer were formally approved by the Curriculum Committee on April 26, 2007, and by the full Academic Senate on December 5, 2007. Subsequent minor clarifications of language on the student learning outcomes were approved first by the Curriculum Committee before being reviewed and approved by the Academic Senate in the following years. With the approval gained for the General Education student learning outcomes, the (former) General Education Committee developed a set of criteria for what courses would fit the General Education pattern. All General Education courses must supply evidence of critical thinking in accordance with Title 5 requirements in order to be approved for inclusion in the General Education pattern. The large majority of Bakersfield College General Education courses are also certified for California State University Breadth and/or Intersegmental General Education Transfer Curriculum (IGETC). The Bakersfield College General Education criteria have been crafted so that if a course meets the criteria, it will also meet the California State University Breadth and IGETC requirements (II.A.94).

After the Bakersfield College General Education student learning outcomes and criteria were established, the General Education Committee was responsible for the ongoing evaluation of courses in each category as courses come up for review in the six-year cycle to see if they fit the established criteria. In spring 2011, the General Education Committee was subsumed into the Curriculum Committee and the General Education group of the Curriculum Committee is now responsible for evaluating courses to see if they fit the established criteria. Working with the Assessment Committee, the General Education group also assesses the General Education student learning outcomes. The Transfer Degree Counselor is also active in this General Education review and monitors changes in the IGETC and California State University General Education Breadth patterns.

Actionable Improvement Plans

None

II.A.3.a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

In addition to requiring a range of courses in a student's major field of study, Bakersfield College requires the successful completion of General Education courses in five areas of study: Communication in the English Language and Critical Thinking (6 units); Physical Universe and Life Forms (6 units); Arts, Literature, Philosophy and Foreign Language (3 units); Social, Political, Legal and Economic Institution and Behavior, Historical Background (9 units); and Lifelong Understanding and Self-Development (4 units). Within these units, students are required to take courses that are inclusive of multicultural perspectives in American and global society (II.A.92).

Self Evaluation

Bakersfield College meets this standard.

The courses that fulfill these requirements are clearly listed in the *Bakersfield College Catalog*. Courses proposed for general education requirements provide an overview



of the major areas of knowledge; they are guided by state requirements and transfer requirements. The goals of each area of General Education are written by faculty teaching the courses within that area. The goals are approved by the Curriculum Committee and published in the *Bakersfield College Catalog*. Every department is required to consider all course materials and to write and evaluate comprehensive learning outcomes as well as course objectives.

Actionable Improvement Plans

None

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- II.A.3.b. *A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.***
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Descriptive Summary

Although the general education components mentioned earlier (Communication in the English Language and Critical Thinking; Physical Universe and Life Forms; Arts, Literature, Philosophy and Foreign Language; Social, Political, Legal and Economic Institution and Behavior, Historical Background; and Lifelong Understanding and Self-Development) may not explicitly state information competency, computer literacy, etc., in their student learning outcomes, these skills are implicit in many of the courses in which students enroll as indicated in course syllabi. Information competency is explicitly addressed in the library research workshops, reference librarians providing one-on-one assistance, online tutorials on the library's website, library orientations for classes requiring research papers, and the English B34 Introduction to Library Research course. From matriculation to graduation, students use and experience technology in the classroom to help ensure understanding of computer technology and its place and proper use in academe and the world in general. Bakersfield College's computerized student records system and the one-on-one assistance provided by staff in Admissions and Records, Financial Aid, the library, and the computer commons provides additional exposure to computer skills for our students. General Education student learning outcomes have also been established in oral communication, written communication, natural sciences, mathematics, and logic (analytic thinking) (II.A.49, II.A.90, II.A.91, II.A.92, II.A.94, II.A.95, II.A.96, II.A.97, II.A.98, II.A.99).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College Catalog states that the general education program seeks to assist students to succeed in the present and to inspire them to approach the future with a commitment to lifelong learning.

Actionable Improvement Plans

None



II.A.3.c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

Ethical principles, integrity, civility, and respect for cultural diversity are explicitly expressed in Bakersfield College's published Mission/Vision/Values. Two areas of the Bakersfield College General Education Pattern address these concepts as well: Arts, Literature, Philosophy, and Foreign Language; and Social, Political, Legal and Economic Institution and Behavior, Historical Background. In addition, the library workshops and the Critical Academic Skills workshop on plagiarism cover ethics in research (II.A.35, II.A.92, II.A.95, II.A.100, II.A.101).

Self Evaluation

Bakersfield College meets this standard.

The General Education student learning outcomes for the Arts, Literature, Philosophy, and Foreign Language; and Social, Political, Legal and Economic Institution and Behavior, Historical Background areas of the Bakersfield College General Education Pattern include a recognition of what it means to be an ethical human being and effective citizen. The fourth major Institutional Learning Outcome also addresses civic responsibilities. Through the curriculum review process, faculty review each general education course to evaluate and determine which courses fit into the General Education areas of Arts, Literature, Philosophy, and Foreign Language; and Social, Political, Legal and Economic Institution and Behavior, Historical Background and thereby make explicit to the student the recognition of what it means to be an ethical human being and effective citizen (II.A.94).

Actionable Improvement Plans

None

II.A.4. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Descriptive Summary

Bakersfield College offers 56 programs which lead to 69 degrees and 64 certificates. The institution has made a commitment to high quality education through focused study in at least one area of inquiry and/or an established interdisciplinary core (II.A.93).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College catalog clearly delineates associate degree requirements in each program of study. These programs are listed separately in the catalog and inform the



reader what is required in general education and what is required in the area of inquiry or the interdisciplinary core.

Actionable Improvement Plans

None

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- II.A.5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.***
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Descriptive Summary

The Bakersfield College advisory committees for the vocational and occupational programs meet regularly to review student learning outcomes and evaluate entry-level competencies. Standards for some occupational programs are established by outside accrediting or regulatory agencies and require external license and certification for employment. Discussion, evaluation, and planning among advisory committees, regulatory agencies, and Bakersfield College are ongoing throughout the year. The Bakersfield College curriculum committee reviews and approves learning objectives that have been established for the entire institution.

Self Evaluation

Bakersfield College meets this standard.

Career and Technical Education programs hold regular biannual program advisory meetings, at which curriculum review is one of the main topics. The purpose of these discussions is to ensure relevancy of the program content to industry practice and standards. In addition, faculty professional development is supported both internally and externally through workshops, trade shows, and conferences which provide opportunities to keep skills up-to-date and exposure to relevant and new topics. To assure that graduates are employable, Bakersfield College maintains certification through the National Institute of Automotive Service Excellence and the American Welding Society. Career and Technical Education programs submit a comprehensive review every two years to governmental agencies to validate competencies for employment, technical skills, labor market demand and overall viability.

The Bakersfield College Nursing and Allied Health Programs hold quarterly advisory meetings in which curriculum and employment concerns are topics of discussion. As part of annual program review, the programs send surveys to employers in our service area requesting employment information. Bakersfield College uses the total program effectiveness document to evaluate program student success and licensure rates and plan for other programmatic changes. Licensure rates for these programs are above average. Information on employment data, job projections, and licensure rates are used in the planning and evaluation of the Nursing and Allied Health programs. This information is obtained from the respective licensing agencies, Bureau of Labor Statistics, and the Employment Development Department (II.A.13, II.A.102, II.A.103, II.A.104).



Actionable Improvement Plans

None

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- II.A.6.** *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*
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Descriptive Summary

The *Bakersfield College Catalog* provides detailed information for all degrees and certificates, as well as individual course requirements for all programs of study. Also included in the catalog are course descriptions, requisites, prerequisites, and units awarded for successful completion of courses. Course descriptions outline basic student learning outcomes. In every class section, students receive a detailed course syllabus that specifies student learning outcomes which correspond with the student learning outcomes listed in the official course description in curricUNET (II.A.93).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College ensures that information about its programs is clear and accurate by annually reviewing its publications. The director of marketing and public relations adheres to published standards and applies a systematic approach when communicating with students, the media, and the community. Publications describing degrees and certificates are reviewed for accuracy and currency by faculty and updated information is included annually. In fall 2011 the Academic Senate formalized the review of information in the *Bakersfield College Catalog* by faculty with the formation of the Academic Senate Catalog Task Force. Course descriptions include overall student learning outcomes and faculty are required to include student learning outcomes in the course syllabi and are required to submit their syllabi to department chairs and/or administrative offices each semester to assure that individual sections of courses adhere to course objectives and learning outcomes. During the evaluation of faculty, syllabi are reviewed by tenured faculty and by the administration (II.A.105, II.A.106, II.A.107).

Actionable Improvement Plans

None



II.A.6.a. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

Descriptive Summary

Bakersfield College accepts credit for most lower division courses taken at accredited institutions of higher learning. A member of the Admissions and Registration Office evaluates incoming College transcripts to ascertain that the expected learning outcomes are comparable to Bakersfield College's expectations. When questions arise, faculty in the discipline where the course falls are consulted to verify transferability. To meet its strategic goal of providing transfer level courses required by Title 5, Bakersfield College maintains articulation agreements with four-year colleges that include major preparation, general education, and transferable-course agreements, which are available at the Articulation System Stimulating Inter-institutional Student Transfer website (II.A.107.b).

Self Evaluation

Bakersfield College meets this standard.

Articulation processes in place at Bakersfield College demonstrate the institution's commitment to providing students with clear lines of transfer to universities across California. Articulation System Stimulating Inter-institutional Student Transfer serves 108 California community colleges, 22 California State Universities, and eight University of California campuses to provide details regarding transferable courses to students as they move from community College to universities. Bakersfield College's articulation officer works closely with faculty to facilitate articulation with four-year institutions. The articulation officer is a permanent, voting member of the Curriculum Committee. Various Bakersfield College faculty and administrators participate often in meetings statewide to assure course transferability and Bakersfield College currently has three approved Associate in Arts – Transfer degrees approved by the State: Associate in Arts in Communication Studies for Transfer, Associate in Arts in Sociology for Transfer, and Associate in Arts in Psychology for Transfer (II.A.108).

Actionable Improvement Plans

None



II.A.6.b. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Descriptive Summary

Bakersfield College makes appropriate arrangements so the enrolled students may complete their education in a timely manner when programs are eliminated or program requirements are significantly changed. Students maintain catalog rights based on the first term of obtaining course credit as long as enrollment is continuous.

Self Evaluation

Bakersfield College meets this standard.

In November of 2009, the Academic Senate of Bakersfield College approved a systematic approach to the discontinuance of a program and stipulated that currently enrolled students would be allowed to complete their program of study in accordance with the rights of students as stipulated in the *Bakersfield College Catalog*. Few programs are eliminated or significantly changed each year so few students are affected, especially since such programs have very low enrollments. Currently, students must contact faculty chair of the affected department and arrange to complete the course substitution paperwork, consult with faculty as to appropriate substitutions and get the dean of instruction's approval to complete a degree (II.A.109).

Actionable Improvement Plans

None

II.A.6.c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

Bakersfield College strives to maintain consistency and integrity in all publications and online information. This effort is codified through a system of verification that serves to represent Bakersfield College accurately to students, employees, and the public through all publications and Bakersfield College's online presence.

Self Evaluation

Bakersfield College meets this standard.

All major Bakersfield College publications, including the *Bakersfield College Catalog*, handbooks for the various employee groups, and the board policy manual are reviewed



and updated annually. The Bakersfield College website, social media, student portal, and other online communication vehicles are updated on an ongoing basis.

Bakersfield College Catalog is updated annually with input from all instruction divisions and student support services and uploaded to Bakersfield College's website. Printed copies of the *Bakersfield College Catalog* are distributed to all faculty and staff on campus, and distributed to key offices at Porterville College and Cerro Coso Community College. The mission statement is displayed prominently at the beginning of the *Bakersfield College Catalog* to clearly demonstrate linkage to programs and services. As part of the annual update of the *Bakersfield College Catalog*, each instructional division and student services area reviews content in the catalog and makes adjustments as needed. In fall 2011 the Academic Senate established a standing Catalog Committee which has begun a comprehensive review of the catalog. The committee set up guidelines to correct and improve the catalog which helps ensure accuracy and accessibility for students (II.A.101).

Bakersfield College website is updated routinely as news and information becomes available. As the website also contains contact information for faculty, staff and offices, a comprehensive annual review of this information takes place each summer, with changes made as needed in the interim via an online form (posted at <http://www.bakersfieldcollege.edu/marketing/forms/directoryupdate.asp>) which is distributed to all those who must change contact lists. Individual departments and services make adjustments to content on the website throughout the year to ensure accuracy.

The Department of Marketing and Public Relations works in conjunction with other offices on campus to learn of and communicate information about events and activities at Bakersfield College of benefit to the community. Events are posted on the student portal, on social media, on Bakersfield College's website, in news media, and distributed through an all-staff email list. Major events and achievements are promoted through the quarterly *reneGADE* magazine, which replaced the monthly *Source* magazine in November 2009 (II.A.105.b).

All publications are guided by the *Bakersfield College Identity Standards and Media Policy*, which outlines use of the Bakersfield College name and logo mark in all publications. This policy also provides guidelines for development of publications representing Bakersfield College. Jointly, the Department of Marketing and Public Relations and the Graphics Department enforce the policy among departments and services. The *Bakersfield College Identity Standards and Media Policy* is posted at www.bakersfieldcollege.edu/marketing/BrandManual/brandmanual.asp (II.A.105.a).

Actionable Improvement Plans

None



II.A.7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Descriptive Summary

The academic freedom policy was negotiated with the faculty union, reviewed by the Academic Senate and approved by the Board of Trustees. This policy is published in the *Bakersfield College Catalog*, the Agreement between the Kern Community College District and the Community College Association (contract with the faculty union), and the Faculty Handbook (II.A.110).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College maintains a strong commitment to academic freedom and responsibility, and has the academic freedom policy laid out in the two official documents describing the work of the faculty, the Agreement between the Kern Community College District and the Community College Association, and the Faculty Handbook. Faculty recognize the importance of distinguishing between personal conviction and professionally accepted views in a discipline.

Actionable Improvement Plans

None

II.A.7.a. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Descriptive Summary

As stated in the Faculty Handbook, faculty members acknowledge that in the exercise of academic freedom they have a responsibility to be accurate in making interpretations and judgments, to respect the freedoms of other persons, to exclude irrelevant matters from classroom discussions and instructional exercises, and to make appropriate distinctions between statements of fact made as faculty subject matter specialists and opinions made as private citizens (II.A.39).

Self Evaluation

Bakersfield College meets this standard.

Faculty are expected to be fair and objective in presentation of course material and in evaluation of student performance. No viable complaints, formal or informal, have been received regarding faculty failure to present data and information fairly and objectively.



Actionable Improvement Plans

None

II.A.7.b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Descriptive Summary

Bakersfield College catalog and the Student Code of Conduct: Statement of Students Rights and Responsibilities contain clear guides to protect the individual rights of students, as well as academic policies regarding plagiarism, cheating, probation, disqualification, and reinstatement. Plagiarism and cheating are clearly defined and every instructor has the responsibility and authority to deal with instances of cheating and plagiarism that may occur in class (II.A.89, II.A.111).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College maintains a strong commitment to the integrity of student work, and includes the academic dishonesty policy in the two official documents describing the academic work of the students, the *Bakersfield College Catalog* and the Student Handbook. Plagiarism and student academic honesty are covered in the library research workshops and the Critical Academic Skills workshop on plagiarism (II.A.95, II.A.35).

An instructor who determines that a student has cheated or plagiarized has a range of available options which may be as severe as giving a student a failing grade for the course, if the assignment or test for which the student cheated or plagiarized is of sufficient weight to merit a failing grade for the course. The student may face a range of sanctions as stated in Bakersfield College's Student Code of Conduct. Instructors are required to include a specific statement regarding the academic honesty policy in syllabi that is provided to students on the first day of class. In addition, most faculty discuss the issues during the first day of class, or prior to a writing assignment. This is particularly important as the meaning of plagiarism may not be clear to many students, especially the close difference between paraphrasing and copying paragraphs and required citations.

Actionable Improvement Plans

None

II.A.7.c. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Descriptive Summary

Bakersfield College is a public, open access community college that does not champion specific beliefs or world views other than the strategic goal of promoting service to community by all College stakeholders (II.A.101).



Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

Descriptive Summary

Bakersfield College does not offer curricula in foreign locations.

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



Standard II.A. Evidence

- II.A.1.a Curriculum-Committee-Description
- II.A.1.b Budget-Decision-Criteria_Goals-2011-12
- II.A.2 APR-Instructional
- II.A.3 APR-Non-Instructional
- II.A.4 Budget-Committee-Charge-10jan11
- II.A.5 ACCJC Student Achievement data
- II.A.6 SDCC-Description
- II.A.7 SDCC-insideBC-screenshot
- II.A.8 sdcc_scholarship_nov_7
- II.A.9 Staff_dev_oncampus_training
- II.A.10 CourseBook_Campus
- II.A.11 course-offerings-howmade
- II.A.12 consultation-council-description
- II.A.13 occupational-education-taskforcenotes
- II.A.14 Semester offerings
- II.A.15 Elements of External Scan
- II.A.16 CCESSE_spr11
- II.A.17 TEAC agenda Nov 7 2011
- II.A.18 Edvention CC flyer
- II.A.19 Transfer Advisory Group Agenda
- II.A.20 Transfer Advisory Group minutes
- II.A.21 admissions_app1
- II.A.22 admissions_app2
- II.A.23 EnglishBenchmarking
- II.A.24 ACDV68ENGL60-Results
- II.A.25 MathBenchmarking
- II.A.26.a AcceleratedMath-Fall2011Schedule
- II.A.26.b Catalog Description of Ac Dev 70
- II.A.27 FoE introductory background OCT 24 update
- II.A.28 FoE FinalRpts
- II.A.29 FoE Opening DayList
- II.A.30 FoE Opening DayFunded
- II.A.31 Rip-article-bsi-foundationsexcellence
- II.A.32 NCDE-execsummaryplusreports1to3
- II.A.33 CAS Pilot Project
- II.A.34 Rip-article-CASworkshops
- II.A.35 Critical_Academic_Skills_workshop_descriptions
- II.A.36 Critical_Academic_Skills_Workshops_fall_2011
- II.A.37 TheWritingCenter
- II.A.38 BakersfieldCollegeWritingCenter-pressrelease
- II.A.39 Faculty Handbook
- II.A.40 classroom-audiovisual-maincampus-Delano-oct11
- II.A.41 classroom-stockdale-audiovisual
- II.A.42.a TechLrngCtr-workshops-2008-11
- II.A.42.b ODS system screenshot
- II.A.43 TechLrngCtr-examples
- II.A.44 Faculty Observation for Online Instruction
- II.A.45 Online Student Evaluation
- II.A.46 CMS-Recommendation-DWCC
- II.A.47 accreditationsurvey-employee-role-library0182011



II.A.48	DistEd-vs-traditional-studentsuccess
II.A.49	DE recommendations
II.A.50	CA Distance ed report
II.A.51	Non-participation policy
II.A.52	curriculumcomm-05may11minutes
II.A.53	curriculumcomm-22sep11minutes
II.A.54	FacultyRequirements4StudentLearningOutcomes
II.A.55	Form D – faculty contract
II.A.56	CurricUNET SLO/Assessments
II.A.57	Program assessment plans
II.A.58	Assessment Committee-Description
II.A.59	2010-11 Assessment Plan Completion Chart
II.A.60	GeneralEducation-areaA2SLO-assessment
II.A.61	AssessmentReporttoBoard201
II.A.62	JAA-Showcase
II.A.63	ChildDevelopmentAssessmentPlan2011
II.A.64	FACE-AcademicAssistanceProgram
II.A.65	ProgramLevelAssessment-checklist
II.A.66	Qualitative-theme-analysis-2010-11instructional
II.A.67	Qualitative-theme-analysis-2010-11noninstructional
II.A.68	Think Tank Meeting Notes 10-21-11
II.A.69	JAA-Facultyflyer-spr11
II.A.70.a	JAA-Studentflyer-spr11
II.A.70.b	Student Engagement and Assessment Conference Flyer
II.A.71	ED Master Plan III 9-2-10
II.A.72	Homegrown-curriculumtracker
II.A.73	ProgramReview-Change-Description
II.A.74	APR_2011_12_Academic Development
II.A.75	APR_2011_12_ART Department
II.A.76.a	APR_2011_12_English
II.A.76.b	Jazzed About Assessment Workshop
II.A.77	English50-English1A-SLOs
II.A.78	ENGL50FEE-Discussion
II.A.79	English50FEEVote
II.A.80	ReadingBenchmarking
II.A.81	FacultyContract-Facultyevaluation
II.A.82	Curricunet-screenshot
II.A.83	BC-FastFacts2010
II.A.84	Syllabus activities
II.A.85	English60FEERubric-SLOs
II.A.86	ENGL60CoordinatorEmail
II.A.87	ENSL70FinalParagraphs-SLOs
II.A.88	ACDV 68 Evaluation Sheet
II.A.89	Catalog-Academic_Information_and_Standards
II.A.90	AstronomyB1-fall11-syllabus
II.A.91	PsychologyB5-Statistics-fall11-syllabus
II.A.92	Catalog-Graduation_and_General_Education
II.A.93	Catalog-Programs_of_Study
II.A.94	GE-SLOs-06apr10FINAL
II.A.95	Library-ResearchWorkshopsDescription
II.A.96	Library-ResearchWorkshopsFall2011
II.A.97	Library-EvaluatingPrintSources



II.A.98	Library-EvaluatingWebsites
II.A.99	Library-EnglB34Intro2LibraryResearch
II.A.100	BC-Mission-Vision-Values
II.A.101	Catalog-About_the_College
II.A.102	Nursing employer survey
II.A.103	ADN Total program review 2010-2011
II.A.104	Allied Health web page
II.A.105.a	BC-IdentityStandards-MediaPolicy
II.A.105.b	reneGADE Magazine
II.A.106	Instructional Materials Review
II.A.107.a	Senate-approval-CatalogTaskForce-10-05-11
II.A.107.b	Articulation Agreement
II.A.108	AATransferDegrees-CCCOApproval-May2011
II.A.109	ProgramDiscontinuanceProcedure
II.A.110	AcademicFreedom
II.A.111	Student_Handbook-Academic_Policies_and_Information
II.A.113	Assessment Website/Results
II.A.114	Assessment BLOG



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary

Bakersfield College Student Services strives to serve and meet the needs of the diverse student population it serves. Student Services incorporates student learning outcomes and/or administrative unit outcomes in all of its programs including:

- Admissions and Records
- Assessment
- Counseling
- Disabled Students Programs and Services
- Extended Opportunity Programs and Services
- Cooperative Agencies Resource for Education
- California Work Opportunity and Responsibility to Kids
- Financial Aid
- Student Activities
- Student Health and Wellness Program

Each of these programs develops an Annual Program Review and Assessment Plan that lists outcomes, goals, evaluation of assessment and student data, as well as budget requests. These Annual Program Reviews state how their programs connect to the Bakersfield College mission as well as assessing the effectiveness of programs and services to students. Within these processes, departments identify the needs of their students, propose methods to meet those needs, and evaluate the effectiveness of existing interventions (II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



II.B.1. *The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Descriptive Summary

Student Support Services are available through a variety of modalities. Online, written documents and in-person contacts are the most common. Bakersfield College's Panorama Campus and the Delano Campus offer student support services, such as financial aid, Extended Opportunity Programs and Services, Disabled Students Programs and Services, registration, advising, and counseling services in Spanish and English.

These services are centrally located on Bakersfield College's Panorama Campus and the Delano Campus. Research indicates that having all student services located in one area of campus improves students' access and success when they begin college. To that end, Bakersfield College has written an actionable improvement plan for the Panorama Campus that would create a one-stop shop should funds become available.

A description of Student Services and contact information is included in the *Bakersfield College Catalog*. The Bakersfield College website provides information about Bakersfield College's programs, policies and services. Every year the Dean of Students office updates and prints *The Guide to Bakersfield College*, also referred to as The Student Handbook; it includes campus locations, student services descriptions, and contact information as well as important student health and wellness center information for both the Bakersfield and Delano Campus campuses. Also available every semester is a registration information booklet that lists important semester registration and drop dates, current tuition information, as well as registration procedures for new and continuing students. In addition, most student support services distribute written materials specific to programs and maintain web sites (II.B.8, II.B.9, II.B.10, II.B.11).

Counseling Services

The Counseling Department is responsible for providing orientation of all new students, advisement of high school seniors and other new students, formalized transfer admission guarantees with four-year institutions, career assessments, advocacy and professional advisement in assisting students to realize their educational, and career and personal goals. The department provides classroom instruction on such topics as career planning, college success, study skills, college and transfer information. The Department supports student learning and the Bakersfield College mission and strategic initiatives through both instruction and individualized counseling services. In order to provide more access to evening and new students, the Counseling Department hours are increased during the first two weeks of each semester.

The Counseling Department has adapted and advanced its services and programs to utilize new technologies, and to ensure that all students have equal access to these services. Counseling has utilized a web-based general counseling and matriculation page and separate career development and transfer pages in order that students and faculty can access the most current matriculation, student success, career, and transfer information and policies. The transfer site lists articulation agreements with private and out-of-state colleges, University of California and California State University articulation,



college degree and certificate requirements, and many other areas of educational preparation (II.B.12, II.B.13, II.B.14).

Advisors provide in person as well as online orientation services to introduce new students to vocational, transfer and necessary college entry-level information in order to enhance student success. Forty-one percent of Bakersfield College students complete online orientation and 20 percent state that they plan on doing so (II.B.15, II.B.16).

In order to provide increased access for new students, counseling faculty created New Student Workshops to guide small groups of students through the complex process of understanding college, assessment scores, choosing appropriate major and career pathways and registration. These workshops were piloted during one semester with a representative sampling of students. Their feedback was collected, the program revised, and launched in the spring semester of 2010. Survey results show that more than 96 percent of students found these workshops to be informative in the excellent, above average, and average categories. In order to further increase student access, an online version of this workshop was developed, piloted, revised and launched in the summer of 2010 to meet increased student demand especially for distance education and evening students (II.B.17, II.B.18).

In order to increase student success on Bakersfield College computer assessments, counseling faculty created a success strategies information sheet and distributed it to all local and outlying district high school counselors and shared this information with the Assessment Center which posted the information online (II.B.19).

The Counseling Department also uses technology to increase access for all students regardless of campus of enrollment, distance education or evening students, and by the development of online Academic Success Probation workshops targeting probationary students. Initial survey results show that 98 percent of students found the online delivery of this workshop to be excellent, above average, or average. The Counseling Department continues to meet with small groups of students face to face who are either on probation or disqualification in order to help these students understand how to be more successful in the future (II.B.20, II.B.21).

Distance Education

In order to ensure that student support services meet the needs of online students, a Student Satisfaction survey is taken in both the fall and spring semesters. Results from the 2010–2011 academic year showed that an average of 96 percent of students surveyed were satisfied or very satisfied with services provided at Admissions and Records in both semesters. An average of 84 percent of students surveyed were satisfied or very satisfied with Orientation and 70 percent of those surveyed were satisfied or very satisfied with Counseling and Advising and 73 percent with Student Educational Planning. These results are shared with student services programs in order to develop strategies for improvement. The results are included in the Distance Education Report presented to the Kern Community College District Board of Trustees (II.B.1.22).

Enrollment Services

Admissions and Records serves the needs of Bakersfield College's Panorama Campus and Delano Campus students by providing bilingual assistance with registration procedures and processes in the lobbies of each campus administration building. This department provides semester Registration Information brochures and other print material to assist students with the registration process as well as encouraging



application to the financial aid department, a fee calculator, step by step instructions for online course registration, and the waitlist procedures. In order to provide more access to evening and new students, the Admissions and Records Department increases its operating hours the first two weeks of the semester (II.B.11).

The Admissions and Records Department regularly meets with other College staff to review, revise, analyze and implement plans to improve services for all students. These cross-training workshops include representatives from Admissions and Records, Evaluations, Assessment, Financial Aid, Counseling, Business Services, deans and vice presidents, Disabled Students Programs and Services, and Extended Opportunity Programs and Services. The cross-training workshops have increased the dialogue among College sectors increasing the effectiveness of these services in providing correct information to students. One outcome of these sessions was the need to create an easily accessible, concise, and complete document for students outlining the steps students must take to register, pay tuition on time, as well as understanding the complex matriculation process. The Enrollment Services Department staff put together an "Admissions: Everything You Need to Know" handout which is available in Student Services offices at both the Panorama and Delano campuses and is located on their website (II.B.23).

The Assessment Center provides computer assessments for placement in appropriate English, math and reading classes. The center works closely with Disabled Students Programs and Services staff to provide testing accommodations for eligible students with disabilities. To meet the needs of students, the center provides walk-in testing with evening hours, Saturday hours at the Panorama campus and scheduled group test sessions on Thursday evenings and some Saturdays at the Delano Campus (II.B.24).

Extended Opportunities Programs and Services, Cooperative Agencies Resource for Education, and California Work Opportunity and Responsibility to Kids

The Extended Opportunity Programs and Services meets the needs of low-income, educationally disadvantaged students. The Extended Opportunity Programs and Services program recruits, retains, educates and prepares Bakersfield College students for successful careers, academic requirements for completing a college education, employment opportunities and/or transfer information and thereby supports the Bakersfield College mission.

The Extended Opportunity Programs and Services program provided the following supplemental services to the 772 students who were enrolled in the program in the 2010–2011 academic year: academic counseling and advising, academic probation contracts, career counseling, assistance with financial aid applications, book vouchers, complimentary graduation cap and gown, fee waivers for University of California and California State University admissions applications, peer mentoring, tutoring services, and monitoring of academic progress. The program works closely with the Transfer Center co-coordinator to provide transfer assistance workshops every semester. In the fall 2010 Exit Survey, the majority of students strongly agreed that Extended Opportunity Programs and Services helped them achieve their goals and they were satisfied with counselors, advisors, and other staff (II.B.4, II.B.25).

The Cooperative Agencies Resources for Education program provides educational support services designed for the academically underprepared, low-income, single parent population. Cooperative Agencies Resource for Education students receive supplemental academic, career and personal counseling, textbooks, tutoring, assistance



with child care expenses, school supplies, transportation costs and child care assistance. To be eligible for the Cooperative Agencies Resource for Education program, a student must meet all Extended Opportunity Programs and Services requirements and currently receive Temporary Assistance for Needy (TANF) Families. The Cooperative Agencies Resource for Education program provided assistance/services during 2010–2011 to 188 students. Students strongly agreed that Cooperative Agencies Resource for Education was vital to their success as a student and were overall satisfied with Cooperative Agencies Resource for Education personnel and services (II.B.4, II.B.25).

The California Work Opportunity and Responsibility to Kids program assists students with transitioning from public assistance to economic self-sufficiency. The California Work Opportunity and Responsibility to Kids program provides direct student support services to its students in helping students coordinate services, participate in work-study to promote career development and earn extra income while in college, and receive county child care and job development and placement assistance. The California Work Opportunity and Responsibility to Kids program provided assistance/services to 188 students. Students in 2010–2011 found that counselors and staff treated students with respect and were overall very satisfied with the services they received. The majority of students felt that the California Work Opportunity and Responsibility to Kids program was vital to their success as a student (II.B.4, II.B.25).

Disabled Student Program and Services

The Disabled Student Program and Services program served the needs of more than 1,312 students in 2010–2011, an increase of seventeen percent over the previous year. Currently, the Disabled Students Programs and Services student population makes up six percent of the Bakersfield College total student population. The Disabled Students Programs and Services philosophy is to provide support to Bakersfield College students to ensure that students with disabilities have equal access to Bakersfield College and its educational programs and services. The program seeks to empower students to be successful in obtaining their educational and career goals which aligns with the Bakersfield College mission (II.B.3).

Disabled Students Programs and Services and the general counseling faculty provide academic, vocational and personal advisement to students with a wide range of disabilities including learning disabilities, attention deficit disorder, autism, Asperger's, acquired brain injury, traumatic brain injury, visual impairment, blindness, deaf/hard of hearing, mobility impairment, speech and language impairment, and psychological disabilities. Academic accommodations based on individual educational limitations are also provided. These accommodations may include: extended time on tests, note takers, alternate media, and use of assistive technology (II.B.26).

The use of computerized assistive technology for Disabled Students Programs and Services students is located in the High Tech Center which is on the first floor of the Library Computer Commons. The function of the High Tech Center is to provide support for students who use Computer Assistive Technology in both software applications and hardware devices. The High Tech Center offers 11 individual computer workstations. Each workstation includes a Dell Desktop computer, 21 inch monitor, Canon flatbed scanner, and automatic height adjustable table. One workstation is equipped with a Canon High Speed Scanner designed for independent scanning of textbooks and multipage documents.



Counselors provide career, educational, and personal counseling. They assist students in developing clear and specific pathways that incorporate the students' limitations based on a disability, while the Disabled Students Programs and Services counselors coach students for self-advocacy with college faculty and community agencies through their counseling appointments. Disabled Students Programs and Services faculty and staff also provide valuable inservice training to all College faculty and staff on matters related to students with disabilities and the services that are provided.

Physical accommodations are also provided, including on campus transportation on the Panorama Campus by the Public Safety Office.

Test proctoring for students with testing accommodations are administered through the Assessment Center. The Assessment Center works collaboratively with Disabled Students Programs and Services in making available the individualized testing accommodations which include the use of CCTV's, use of Computerized Assistive Technology, use of Alternate Media, use of Perkins Brailler, use of a scribe, and a distraction reduced testing environment.

Disabled Students Programs and Services offers special classes designed for students with disabilities. The courses include Adaptive Physical Education as well as sections of Student Development Tools for College Success, Word processing for Students with Disabilities, and Assistive Technology for Students with Disabilities (II.B.27).

Student Sponsored Programs

A number of student support services enhance and support instruction and student success. First, Bakersfield College has taken several steps to help students reduce the cost of their textbooks by providing textbook rentals through the Bakersfield College Bookstore. The Financial Aid and Scholarships program has a book loan program to provide students with funds who do not have the funds available at the beginning of the academic semester. Faculty members at Bakersfield College donate class textbooks to the Bakersfield College library who then loans these books out on a short term basis to students (II.B.6).

The Student Government Association, in conjunction with the Dean of Students' office, assessed the needs of low-income students and responded by developing a student sponsored and operated Renegade Pantry. The Renegade Pantry provides basic food and personal care items to students and their dependents. The Renegade Pantry is supported through donations from faculty, staff, and the community. Another innovative program the Student Government Association created in response to student need is a monthly three hour workshop for students, faculty, staff, and community stakeholders on the issues of Gay, Lesbian, Transgender and Bisexual students (II.B.28, II.B.29, II.B.30, II.B.31).

In the fall semester 2011, members of the student government leadership researched the need to assist African American male students at Bakersfield College to succeed. Their research showed that Bakersfield College African American male students grade point average fell from 2.12 in 2006–2007 to 1.81 in 2010–2011. They wanted to assist this population to succeed by developing a community of support which promotes service learning, academic achievement, networking, personal accountability as well as the personal and professional development of African American males. The Student Government Association reached out to the Bakersfield College community, faculty,



and staff as well as leaders in greater Kern County to provide mentoring to Bakersfield College African American male students (II.B.32).

Student Health and Wellness Program

The Student Health and Wellness Program includes a campus health and wellness center that provides free medical and mental health services, over-the counter-medication, and health and wellness literature. The program also provides mentoring and peer services, informal teaching sessions, public and classroom presentations, online training simulations and health-themed events such as blood drives, health fairs, HIV/AIDS testing, depression screening, and fitness activities (II.B.7).

The Health and Wellness Center provides 32 weekly hours of medical services and 16 hours of weekly mental health services. Medical services include nonemergency treatment of common illness and injuries, physicals, sexual transmitted infection referral and counseling, occupational program health screenings, blood pressure testing, glucose and cholesterol testing, pregnancy testing, TB testing, and referrals for family planning throughout the academic year to all enrolled students who pay the student health fee. The Center provides required health evaluations and prerequisites essential for vocational programs and visits directly related to school or work health requirements. Students receive up to five medical visits per semester. Mental health counseling is provided, up to six visits per semester, by the licensed clinical social worker. Students participate in individual and group counseling. The social worker is also available to make classroom and staff development presentations (II.B.7).

At the Delano Campus, Bakersfield College contracts medical and mental health services with Delano Clinical Sierra Vista Clinic; students report to the clinic with their student ID to receive medical services. Clinica Sierra Vista provides three hours weekly of mental health services onsite at the Delano Campus. Students participate in individual and group counseling. The social worker is also available to make classroom and staff development presentations. Over-the-counter medication and health literature are available to students in Admissions and Records (II.B.7).

All college staff have access to *At-Risk for University Faculty*, an online training simulation, designed to prepare teachers, students, families, veterans, and health providers to identify and refer those exhibiting signs of psychological distress, including depression, anxiety, thoughts of suicide, and post-traumatic stress disorder. In the academic year, 2010–2011, the Health and Wellness Center had 5,465 medical appointments and 248 mental health appointments. The Delano Campus had 121 medical appointments and 21 mental health appointments. This datum does not include casual visits (i.e. over-the-counter medications, health center consultations without a chart, products or insurance questions) or health outreach events which would account for additional contacts per academic year (II.B.7).

Mentoring and Peer Services, a collaboration between the Student Health and Wellness Program and the Student Government Association, is a group of volunteer student peer educators whose mission is to create a college experience that is positive, safe, and healthy for all students at Bakersfield College. The group has a health and wellness focus and provides monthly interactive tabletop events on health and safety topics. The group is also available to make classroom presentations. During 2010–2011, mentoring and peer services provided 22 table top events (II.B.7).



BC Be Fit! is a collaborative health and wellness effort developed by staff, faculty, and students and supported by the Student Health and Wellness Program and the Student Government Association. BC Be Fit! focuses on eight of the ten Healthy Campus 2020 national health and prevention goals. BC Be Fit! offers nutritional workshops, weight loss programs, daily Renegade Walkers (walking for fitness programs), weekend Renegade Riders (bike riding fitness program), and monthly staff and student sports tournaments. Programs are no cost and are open to students, faculty, and staff. Research suggests that student success and retention is enhanced as students create support groups and participation in wellness programs reduces stress related to college (II.B.34).

Annual surveys of Bakersfield College students indicate that health factors are high on the list of issues affecting academic performance (II.B.7, II.B.35, II.B.36).

Financial Aid and Scholarships Office

The Financial Aid and Scholarships Office is committed to providing financial assistance to all eligible students. The Financial Aid and Scholarships Office supports the mission of Bakersfield College in its efforts to promote student access, success, and retention. The Financial Aid and Scholarships Office staff understands the needs of Bakersfield College's diverse student population and responds to these needs with efficiency and flexibility. Financial aid funds enhance a student's ability to remain in class and be successful. Financial Aid and Scholarships staff and educational planning advisors are available at the Panorama Campus and the Delano Campus and provide instruction in English and Spanish.

Outreach efforts are in place to make sure that students are aware of and take advantage of the financial aid programs and services available at Bakersfield College. During the 2010–2011 academic year, the Financial Aid and Scholarships Office conducted 25 outreach events with approximately 9,370 participants. Financial Aid information is presented in each semester's Registration Brochure and on the Financial Aid website that links directly with the Free Application for Federal Student Aid and other financial aid information sites (II.B.37, II.B.11, II.B.38).

In the past six years, the Financial Aid and Scholarships Office has seen a dramatic increase in the numbers of students who apply for financial aid by submitting a Free Application for Federal Student Aid. The evidence of growth in Bakersfield College's student service programs is a reflection of the community needs (II.B.5).

The Financial Aid and Scholarships Office establishes and implements an academic progress monitoring policy to support student awareness of academic planning as well as to encourage use of support services that can help ensure academic success. Follow up services currently include the required letters for students on their progress, as well as academic probation and dismissal. These are emailed from the Financial Aid and Scholarships Office. Academic standings letters are mailed from the Admissions and Records office. There is an early alert system in place where faculty can submit students to a faculty counselor who makes appropriate referrals to available services. Other support for students includes the Critical Academic Skills Workshops, Student Success Workshops in face to face and online formats, tutoring services and the newly instituted Writing Center (II.B.39, II.B.40, II.B.41, II.B.42, II.B.43, II.B.44).

Assessment of Student Services Programs

Bakersfield College Student Services assures the quality of these services through the annual program review process, analysis of program quality that occurs every year, and



through annual reports and evaluations as required for programs monitored by the chancellor's office. These assessment documents are used for program planning and resource allocation and are an integral of Bakersfield College's Educational Master Plan (II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B06, II.B.7, II.B.45).

Self Evaluation

Bakersfield College meets this standard.

The 2011 Community College Student Engagement Survey shows that Bakersfield College reached its benchmark goal in support for student learners but there is room for improvement in order for Bakersfield College to continue to serve its ever-changing, diverse student population.

Bakersfield College scored 51 percent compared with the cohort college score of 58 percent in the frequency of students seeking academic advising and planning. Faculty, staff, and administrators in Counseling continue to devise practices and processes to reach out to student groups, especially those students who are undecided in their major or on academic probation, to encourage and promote student participation in academic and educational planning. Bakersfield College could increase the numbers of students who enroll in a student success course during their first semester (55 percent for Bakersfield College students compared to 76 percent with the 2011 cohort college) (II.B.46).



II.B.2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

a. General Information

- *Official Name, Address(es), Telephone Numbers(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. Requirements

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

c. Major Policies Affecting Students

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. Locations or publications where other policies may be found

Descriptive Summary

The *Bakersfield College Catalog* is published and updated annually. The *Bakersfield College Catalog* may be purchased in the Bakersfield College Bookstore, the Office of Admissions and Records in the Delano Campus, or may be accessed on the Bakersfield College Website. A copy of the *Bakersfield College Catalog* is distributed annually to each faculty and employee mailbox at Bakersfield College's Panorama Campus and Delano Campus by the Department of Marketing and Public Relations (II.B.8).



The *Bakersfield College Catalog* contains the official name, address(es), telephone numbers, and web site address of Bakersfield College. The *Bakersfield College Catalog* includes Bakersfield College mission statement, strategic initiatives, descriptions of courses, program and degree offerings, the academic calendar and program length, an academic freedom statement, and information on availability of student financial aid. The *Bakersfield College Catalog* also includes information about learning resources, admissions and residency policies and registration procedures, the names and degrees of administrators and faculty, and the names of the Governing Board members (II.B.8).

Admission and California residency requirements, enrollment, student fees and other financial obligations are listed in the *Bakersfield College Catalog*. Information on degrees, certificates, graduation and transfer is included in the *Bakersfield College Catalog* (II.B.8).

Major policies affecting students are listed in the *Bakersfield College Catalog* and/or *The Guide to Bakersfield College*. These include policies regarding academic regulations, academic honesty, nondiscrimination, Americans with Disabilities Act compliance, acceptance of transfer credits, grievance and complaint procedures, sexual harassment, matriculation services and processes. Refund of fee policies can be found in the *Bakersfield College Catalog* (II.B.8, II.B.10).

College policies can be found at the offices of the Bakersfield College president and vice presidents and online. *The Guide to Bakersfield College* which is updated annually is available free to students in the Student Activities Office and online. The schedule of classes is available online on the Bakersfield College web site and on the Banweb student registration system. The class schedule on Banweb provides students with updated information on course selection and availability (II.B.9, II.B.10).

Program Level student learning outcomes will be included in the 2012–2013 *Bakersfield College Catalog*. Courses provided in distance modalities (online, interactive, hybrid) are described in the catalog along with any expectations of students taking these courses.

The Bakersfield College Academic Senate created a college catalog task force in fall 2011 charged with reviewing and revising the catalog information to ensure that it is accurate and comprehensive (II.B.47, II.B.48).

Self Evaluation

Bakersfield College meets this standard.

In the 2011 Student Accreditation survey 89 percent of students either strongly agreed or agreed that Bakersfield College publications such as the *Bakersfield College Catalog* provided current and accurate information and 83.6 percent of students stated that they strongly agreed or agreed that they knew how to find information about Bakersfield College on web resources. Eighty-three percent of students stated in the survey that the Bakersfield College website and other online resources provided them with current and accurate information to help them succeed. The Bakersfield College Academic Senate Catalog Task Force has decided to continue its work for the next several years with the goal of making the catalog even more user friendly (II.B.49, II.B.48).

Actionable Improvement Plans

None



II.B.3. *The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Descriptive Summary

Bakersfield College conducts research to determine the learning support needs of its student population. The annual program review process, The Bakersfield College Educational Master Plan, and the 2011 Community College Survey of Student Engagement results all provide information from which Bakersfield College determines and responds to student needs (II.B.50, II.B.45, II.B.46).

Budget priorities for Student Services are now part of the Annual Program Review. The Budget Committee has developed budget criteria which are built into the Annual Program Review. All budget requests are explicitly connected to the Educational Master Plan.

The 2012 Employee Accreditation Survey indicated that 62 percent Agreed and Somewhat Agreed that “the Program Review process leads to improvements in programs and services.” The survey also found that 58.6 percent Agreed or Somewhat Agreed that “Bakersfield College regularly evaluates the effectiveness of its improvement processes.” The student portion of the same survey indicated 72.6 percent of students Strongly Agreed or Agreed that “Bakersfield College staff members provide me with current and accurate information to help me reach my goals.” Although not a direct causation, this would indicate a level of appropriateness of the services and programs (II.B.49).

One specific program targets first generation college students—in particular Hispanic students. Bakersfield College, in conjunction with Paramount Farming Ed Funding Department, has implemented the Paramount Farm Mentoring Program in order to shepherd specific students through their college experience (II.B.49).

The Bakersfield College Math Department’s High School Outreach Program seeks to build a better relationship with local high schools and high school students. Faculty from the math department visit local high school math classrooms and provided information to instructors and students about the math program at Bakersfield College.

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College uses both qualitative and quantitative data to research the effectiveness of our student support services. These data have been encouraging, and have led to the development of innovations that better meet the needs of our students and the Bakersfield College community.

Actionable Improvement Plans

None



II.B.3.a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

Descriptive Summary

Although Bakersfield College only has an online admissions application and registration system, bilingual admissions staff are available in the lobby of the Panorama and Delano campuses to assist students with the application and with the registration of classes. There is an online guide for distance education students, including admissions, registration information, as well as a Frequently Asked Questions section. There are special registration periods for students who are veterans, foster youth, former foster youth, student athletes, President's Scholars, and students in Disabled Students Programs and Services, Extended Opportunity Programs and Services, and on the dean's list (II.B.51).

The Counseling Department has made its services available via a number of avenues. Students can see a counselor in a half-hour counseling appointment or through a same day drop in visit. Academic advisors are available at all times on a first come, first served basis. During peak registration times, counselors are available only through same day drop in appointments to better meet the needs of students. Counselors regularly have telephone appointments or email appointments with students that may have difficulty coming to campus. The Counseling Department is currently researching an online Advisor service.

The Counseling Department, Financial Aid, Job Placement, Student Health and Wellness Center, Disabled Students Programs and Services and Extended Opportunity Programs and Services have implemented the SARs scheduling and appointment system. This software tool that is used by the majority of California Community Colleges for the scheduling and tracking of student counseling appointments, allows for efficient appointment scheduling including a reminder telephone call to students the day before their appointment. This system has provided for excellent reporting capabilities resulting in greater efficiency of counseling time and appointments.

An automatic registration class waitlist system was implemented in fall 2005. This enables students to register on a waitlist when a course is closed to enrollment. Students automatically become enrolled in the course as space becomes available during early registration.

In addition to the face-to-face services at the Panorama and Delano campuses, Bakersfield College offers online services including New Student Workshops, Academic Success Probation Workshops, and Orientation, Financial Aid assistance, Extended Opportunity Programs and Services/California Work Opportunity and Responsibility to Kids information, Admissions assistance and library support and access. The Arvin High School Center students have access to an educational advisor onsite (II.B.18, II.B.21, II.B.15, II.B.9).

The current budget situation in California has encouraged student services programs to meet student needs in more creative ways, including the increased use of online



modalities to provide access to more students, and the adjustment of faculty and staff assignments to provide coverage in offsite locations.

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Bakersfield College contributes to student mastery of personal and civic responsibility as well as the intellectual, aesthetic, and personal development of all of its students by offering a range of activities and opportunities for student involvement. Bakersfield College institutional learning outcomes acknowledges the importance of students appreciating their civic responsibilities in encouraging students to reflect upon the ethical and cultural dimensions of their lives as well as contributing to society as actively engaged citizens.

The Student Government Association provides leadership and community service opportunities. The Student Government Association senators and officers are required to invest several hours a week in talking with student constituents about the issues facing them. The Student Government Association officers and senators report their findings at monthly meetings. In 2009, the Student Government Association discovered that many students reported having to choose between purchasing needed textbooks and food for their families. Therefore, in December 2009, the Student Government Association developed The Renegade Pantry. Over the winter break, the Student Government Association members researched, developed, and implemented a plan to help needy students. Bakersfield College granted them a space which they cleared and prepared. The Renegade Pantry opened in January 2010, and has since provided students with food and personal necessities. The Renegade Pantry is supported by student fees and contributions from Bakersfield College faculty, staff and administrators (II.B.10, II.B.28, II.B.29, II.B.30).

Students brought the need to provide training and a safe venue to discuss the needs of Lesbian, Gay, Bisexual, Transgender, and Questioning students to one of their Bakersfield College professors. The professor contacted the Student Government Association in November 2010. After preliminary discussions, the Student Government Association, working with the Equal Opportunity and Diversity Advisory Committee, appointed a committee of faculty, students, classified staff and administrators to develop appropriate training materials. The committee worked on the project over the winter break, and on January 10, 2011, Safe Space was introduced with three-hour sessions offered almost every month of the calendar year (II.B.10, II.B.31).

In 2011, the Student Government Association sponsored BC Be Fit! Working in conjunction with the Student Health and Wellness Program, they together developed an extensive program providing support for students and employees to develop and maintain a healthy lifestyle. Included in this program are instructional workshops,



healthy cooking demonstrations, exercising classes, weight management, and group walking and bike riding events. One walking event includes weekly "Walk with the Presidents", where the Student Government Association and College president walk and discuss concerns with students, faculty, and staff (II.B.34).

The Guide to Bakersfield College includes a Statement of Student Rights and Responsibilities that clearly outlines expected student conduct, principles of discipline, prohibited conduct and consequences for activities that require disciplinary action and guidelines for student grievances (II.B.10).

Because of concerns that faculty and staff did not receive extensive training in managing difficult students, an online crisis workshop was previewed. Bakersfield College faculty, staff, and administrators participated in a California Community College statewide pilot program in 2011. Following input from faculty, staff, and administrators who took part in the pilot, the dean of students elected to invest student health fee dollars into the gatekeeper program for one year. To date, more than 30 staff members have participated in the training.

College orientation sessions include information on how students can become involved in on campus and off campus activities. The Tutoring Center provides opportunities for students who have done well in a course to act as a mentor and tutor new students. Financial Aid regularly conducts workshops on the application process. The Transfer and Counseling Centers provide regular workshops on Majors, Transfer Issues, Transfer Application Assistance and Setting Financial Goals and Budget Management. Academic credit is available for students enrolled in Student Development and Academic Development classes, including career planning and study skills (II.B.15, II.B.52).

The Job Placement office regularly conducts workshops on such topics as cover letters, resume writing and interviewing skills, the job search process, work appropriate dress, workplace ethics, and referrals to on campus and off campus jobs. More than 350 students have benefited from these workshops. A Job Fair is held twice a year to connect students to local employers. Students can now search online for on and off campus jobs. More than 800 job placements in one year were made on campus alone. Workability III provides students with disabilities with employment services specific to the individual's needs and abilities. The Student Health and Wellness Center provides an annual Health Fair and other health-related events (II.B.53, II.B.7).

Bakersfield College encourages aesthetic development through an active public arts program that includes activities and exhibits in the Wylie and May Louise Jones Art Gallery on the Panorama Campus, numerous college stage productions, and concerts by musical groups (II.B.54).

The Norman Levan Center for the Humanities at Bakersfield College provides an environment that encourages intellectual, aesthetic, and personal responsibility and development through its variety of speakers such as novelist Manuel Munoz and African American poet Jayne Cortez, and through its support of speakers and events during Women's History Month and Black History Month. The Center also encourages student intellectual development and personal responsibility through panel discussions and speakers on topics such as *Was the Civil War Inevitable?*, *Waiting for Godot: The Search for Meaning*, *Religious Belief and Medical Decisions*, and *Politics and Ethics*. The Center also brings visiting scholars to campus to visit classes and give public presentations; for example, Gerald Haslam in English, Gary Kessler in philosophy and



religion, and Brendan Bannon in photography. It also offers Great Books Seminars to President's Scholars on classics such as *The Dialogues* of Plato and Aristophanes' *Clouds*, Machiavelli's *The Prince*, and Virginia Woolf's *A Room of One's Own*. (II.B.55, II.B.56, II.B.57, II.B.58, II.B.59, II.B.60, II.B.61, II.B.62, II.B.63, II.B.64, II.B.65 ,II.B.66, II.B.67, II.B.68, II.B.69, II.B.70).

The Bakersfield College Student Activities Office supports and facilitates student generated activities such as Homecoming Week and Black History Month (II.B.71).

The Accreditation Student Survey indicates that 82 percent of students Somewhat Agreed, Agreed, and Strongly Agreed that they "know where to find information regarding students' rights and responsibilities." Eighty-three percent of students Somewhat Agreed, Agreed, and Strongly Agreed that they knew "where to find information concerning Bakersfield College student services, student government" (II.B.49).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College strives to be in touch with the needs of students through the use of constituency reports, surveys, and faculty/student conversations. Information gathered through these means are used to develop student services, including a new Renegade Pantry, Safe Space programs, fitness programs, crisis workshops, and others. This process will continue to be a key to the implementation of effective support services.

Actionable Improvement Plans

None

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Counseling services are provided through numerous programs, both in the Instructional and Student Service components. Instructional programs such as Career and Technical Education, Mathematics, Engineering, Science Achievement and Science, Technology, Engineering and Mathematics majors all offer advising services to students who qualify for such programs. Within Student Services, Extended Opportunity Programs and Services, Disabled Students Programs and Services and general Counseling offer counseling services to all prospective, returning, and continuing Bakersfield College students. The Counseling Department is committed to providing services that promote optimal learning and psychological wellness so that students will ultimately become active, contributing members of society. The comprehensive counseling program encourages the academic/transfer, personal, and social and career development of all students. All ten full-time counseling faculty members are trained to provide academic/transfer, vocational/career, and personal counseling to all students.

In fall of 2011, the Counseling Department underwent a minor reorganization. One full-time counselor was assigned to be the articulation officer (50 percent), a post that was



vacant for many years, and to direct and coordinate the activities of the Transfer Center (50 percent). Under their guidance, an institutional Transfer Center Plan as outlined by Title V, was developed along with a Transfer Center mission, goals, and student learning outcomes (II.B.72.a).

A variety of data collection strategies have been developed to monitor and improve counseling services. These include student surveys, student evaluations of counseling services, as well as the Counseling Department's Annual Program Review.

Student survey results that assessed the initial effectiveness of the New Student Workshops and Academic Success Probation Workshops were used to affect changes to better meet the needs of Bakersfield College students. Results continue to be collected and workshops are periodically updated. Currently, the New Student Workshop is undergoing a pilot effort to input the changes that were noted by the survey and counselor responses. Students have access to additional online academic advising through the CAPP degree audit program. To improve the quality and user friendliness of this service, Bakersfield College is installing the Degree Works program which will add student educational planning and class scheduling modules (II.B.2, II.B.17, II.B.20).

The annual program review process provides the Counseling Department with evaluation and improvement plans. Student learning outcomes have been developed for all Student Development courses and the department just completed an assessment cycle this past January, 2012. The assessment cycle was closed with the evaluation of student educational plans developed in their student development courses. Some Student Services Support Programs, such as the Transfer Center, have recently developed a mission statement, student learning outcomes and an institutional transfer plan and are too new to evaluate at this time (II.B.2, II.B.72.a).

Staff development activities are provided for all counselors. Workshops, training, webinars and staff meetings throughout the academic year provide for updated information to counselors on transfer, vocational programs, and major requirements for associate of art and associate of science degrees. The Counseling Department has consistently made it a priority to meet often and maximize dialogue among its faculty. Several counselors attend the annual University of California and California State University state conferences each year and report their information to the department. Extended Opportunity Programs and Services counseling staff attend annual state and regional conferences, consortium meetings and regularly schedule faculty meetings to update staff on transfer, vocational, and degree requirements.

Bakersfield College would like to move toward a more integrated, "One Stop Shop" and as state funds become available Bakersfield College will move in this direction.

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College Student Services departments as a whole suffer because of the high turnover in Student Services administrators. This has particularly affected the Counseling Department. The Department will continue the process of evaluating the New Student Workshops, Academic Success Probation Workshops, and counseling services to determine effectiveness. Faculty input as well as student survey responses are important. This process will continue to ensure that changing students' needs are accommodated.



Actionable Improvement Plan #3

To enhance the efficacy and efficiency of students maneuvering through college processes, Bakersfield College, under the direction of the associate vice president of student services, will:

- Review the latest plans to remodel the Current Student Services Building into a one-stop center.
- Assess the student services needs of the student population.
- Create a reasonable timeline for the remodel.
- In the case that funding opportunities arrive, Bakersfield College would be ready to submit its proposal.

II.B.3.d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Descriptive Summary

Bakersfield College embraces the value of diversity. This is evidenced by the number of multicultural activities sponsored by various groups on campus. These activities include the annual Latino/a Graduation, Black History Month activities, Cup of Culture International Student events, and Women's History Month activities (II.B.71, II.B.72.b).

Bakersfield College requires completion of at least one course with a multicultural emphasis in order to receive an associate of art or associate of science degree. Courses with a multicultural emphasis are identified in the *Bakersfield College Catalog* with a specific notation. Various academic departments also offer multicultural themed classes within their discipline such as Women's Studies, Hispanic Literature, African American Literature, and Latin American History.

Another innovative program the Student Government Association created to promote an understanding and appreciation of diversity is a workshop for students, faculty, and staff on the issues of Gay, Lesbian, Transgender and Bisexual students. Currently, the Equal Opportunity and Diversity Committee is researching and collecting resources to prepare workshops on issues facing undocumented students (II.B.31).

Diversity is a value that is supported through many programs in Student Services. The Student Government Association includes more than 35 active clubs that include many diverse groups, including the Native American Club, the Gay Straight Association, the Veterans' Club, MeCHA, the African American Student Union, Spanish Women Engineers, and many others. The Student Government Association and Equal Opportunity and Diversity Committee (EOADC), with support from the president's office, recently approved a new program, Breaking Bread. This program, modeled after a program with the same name at Colgate University, seeks to bring diverse student groups and organizations together by providing resources for a joint dinner and collaborative programming. The Library sponsors workshops by popular authors dealing with issues faced by minorities, entitled *Cerro Author* visits (II.B.33).

The Norman Levan Center for the Humanities at Bakersfield College supports and enhances student understanding of diversity through its variety of speakers such as novelist Manuel Munoz and African American poet Jayne Cortez, and through its support of speakers and events during Women's History Month and Black History



Month. It provides an environment that encourages intellectual, aesthetic, and personal responsibility and development through panel discussions and speakers on topics like *Was the Civil War Inevitable?*, *Waiting for Godot: The Search for Meaning*, *Religious Belief and Medical Decisions*, and *Politics and Ethics*. The Center also brings visiting scholars to campus to visit classes and give public presentations; for example, Gerald Haslam in English, Gary Kessler in philosophy and religion, and Brendan Bannon in photography. It also offers Great Books Seminars to President's Scholars on classics such as *The Dialogues* of Plato and Aristophanes' *Clouds*, Machiavelli's *The Prince*, and Virginia Woolf's *A Room of One's Own*. (II.B.55, II.B.56, II.B.57, II.B.58, II.B.59, II.B.60, II.B.61, II.B.62, II.B.63, II.B.64, II.B.65, II.B.66, II.B.67, II.B.68, II.B.69, II.B.70).

Self Evaluation

Bakersfield College meets this standard.

Diversity is a key to the success of Bakersfield College, and an appreciation of diversity is important to the success of our students after their college experience. To this means, Bakersfield College provides a variety of venues and activities to promote diversity as a value. These activities will continue to be an integral part of the Bakersfield College experience.

Actionable Improvement Plans

None

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Bakersfield College maintains an institutional research agenda which includes review of Bakersfield College's assessment instruments through a Consequential Validity study every three years. As the Education Code stipulates, there are no evaluation instruments used for admission to Bakersfield College. Admission practices are evaluated by the departments themselves through annual program review, student feedback from surveys and by the Enrollment Management Cross-Training meetings. Bakersfield College assesses students for placement in math, English, reading and English as a Second Language classes using the ACT Compass computerized tests, a testing instrument that is approved by the California Community Colleges Chancellors Office. The ACT Compass tests have been evaluated by a number of measures of validity, and data have documented that cultural and linguistic bias is minimized. These placements are reviewed with respective departments every five years (II.B.73).

Bakersfield College collects and publishes student demographic characteristics as well as degree and transfer rates. This information as well as student success and retention rates is used by departments in their Annual Program Reviews to create plans for increasing student success.

Bakersfield College systematically uses information from student surveys and the assessment of administrative unit outcomes to effect change. For instance, in 2011, Enrollment Services tracked the results of students re-taking the ACT Compass test. When no statistically significant improvement was found in the student results when comparing the initial testing and the retests, Admissions and Records/Assessment



developed and posted study tips on how to prepare for the placement test on its website (II.B.1).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College utilized approved, validated placement exams for student placement. The results of these placements are further validated through consequential validity studies. In addition, assessment research has been used in this area to provide student support for increased success.

Actionable Improvement Plans

None

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Kern Community College Board Policy and California Education Code define record retention policies. All paper transcripts have been electronically imaged and stored on a secure electronic network with offsite backup. The original paper records are stored in a fire protective storage vault or in fire protective files. All student academic records since 1987 are in electronic format in the Banner Student system. Those records are completely backed up twice per week and incrementally backed up every night. Those backups are moved to offsite storage every Monday. Strict FERPA policy requires written student permission to release records and personal information to anyone other than College officials or legal subpoenaing entities (II.B.74, II.B.75).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College values the security of students' records and information. All state and board retention policies as well as FERPA policy on the release of student information are met.

Actionable Improvement Plans

None



II.B.4. *The institution evaluates student support services to assure their adequacy in meeting identifies student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Programs under Student Services currently undergo evaluation for improvement. The recently implemented Annual Program review system has been completed for 2011–2012 and the results are reported to the current interim associate vice president of Student Services and the Program Review Committee which is in the process of collating materials to present to Bakersfield College’s College Council later in spring 2012. The results of this process are used to determine department priorities and plan programs for the coming year. Departments use student enrollment, course retention and completion data collected by the Institutional Research office staff as well as faculty, staff, facilities, and budget requests (II.B.1, II.B.2, II.B.3, II.B.4, II.B.5, II.B.6, II.B.7, II.B.50).

Student Services departments participate in the assessment process at Bakersfield College by developing administrative unit outcomes, assessing them, and making decisions based upon the results. Changes have been made in some of our student services areas based upon assessment results. In the 2011 spring semester, Student Services requested baseline student demographic, enrollment, and outcomes information to help support and assess equitable resource allocation to programs and services targeting specific ethnic and cultural groups. This information includes five-year trends of enrollments, GPA, awards, and fall-to-fall retention rates for all student groups by gender and ethnicity. As mentioned earlier, Enrollment Services reviewed data on results of students taking the placement test as a repeat. Because little improvement was shown, testing preparation information was posted on the web to help students better prepare. Disabled Students Programs and Services surveyed deaf students, and from the qualitative data, made changes in the information provided in the training of their interpreters to meet the needs expressed by the students. The Student Health and Wellness program surveyed students utilizing the American College Health Association’s Health Assessment in fall 2011 and plan to use the data to provide more targeted health and wellness support programs (II.B.1, II.B.76.a, II.B.76.b, II.B.35, II.B.36, II.B.77).

Self Evaluation

Bakersfield College meets this standard.

All student services units have developed administrative unit outcomes and assessment plans. These plans have been used to evaluate the effectiveness of services and make improvements to better meet student needs.

Actionable Improvement Plans

None



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Standard II.B. Evidence

- II.B.1 Enrollment Services Annual Program Review, fall 2011
- II.B.2 Counseling Annual Program Review, fall 2011
- II.B.3 DSPS Annual Program Review, Fall 2011
- II.B.4 EOPS, CARE, CalWorks Annual Program Review, fall 2011
- II.B.5 Financial Aid Annual Program Review, fall 2011
- II.B.6 Student Activities Annual Program Review, fall 2011
- II.B.7 Student Health and Wellness, Annual Program Review, fall 2011
- II.B.8 Bakersfield College Catalog, 2011-2012
- II.B.9 Bakersfield College website
- II.B.10 The Guide to Bakersfield College, 2011-2012
- II.B.11 Bakersfield College Registration Information, Spring 2012
- II.B.12 Counseling website
- II.B.13 Virtual Career website
- II.B.14 Transfer website
- II.B.15 Orientation, Counseling website
- II.B.16 Community College Survey of Student Engagement, 2011 Key Findings
- II.B.17 Online New Student Workshop (fall 2010)- survey results
- II.B.18 New Student Online Workshop
- II.B.19 How to Prepare for Your Assessment Tests
- II.B.20 Online Probation Workshop (fall 2010)-survey results
- II.B.21 Online Academic Success Workshop
- II.B.22 Local Satisfaction Data, 2010-2011
- II.B.23 Admissions: Everything you Need to Know, fall 2011
- II.B.24 Assessment Center Flyer
- II.B.25 EOP&S, CARE and CalWORKS APR,2011-2012 Data Attachment
- II.B.26 DSP&S Accommodations Checklist Form
- II.B.27 Spring 2012 DSPS Special Class Offerings
- II.B.28 Renegade Pantry faculty flyer
- II.B.29 Food Request Form
- II.B.30 Fill the Bag
- II.B.31 Safe Space SGA website
- II.B.32 African-American Male Student Mentoring Project
- II.B.34 BC Be Fit! Brochure
- II.B.35 NCHA-II Web fall 2011-Bakersfield College, Executive Summary
- II.B.36 American College Health Association National College Health Assessment II
- II.B.37 Form 3 Annual Report
- II.B.38 Financial Aid website
- II.B.39 Early Alert Email
- II.B.40 Student Success Lab fall 2011 Schedule
- II.B.41 Student Success Lab Syllabus
- II.B.42 Proofreading Services
- II.B.43 Writing Center Publicity
- II.B.44 CAS Spring 2012 Workshop Schedule
- II.B.45 Bakersfield College Educational Master Plan (EMP 2009-10)
- II.B.46 Community College Survey of Student Engagement (CCSSE) Key Findings 2011
- II.B.47 BC Academic Senate BC Catalog Task Force Committee Final Charge
- II.B.48 Bakersfield College Academic Senate Catalog Task Force Report
- II.B.49 Accreditation Survey Results -all



II.B.50	Annual Program Review Process
II.B.51	Extended Learning FAQs
II.B.52	Spring 2012 Workshop Schedule
II.B.53	Job Placement and Workability III Annual Program Review, 2011
II.B.54	The Panorama Invitational – 2012 Bakersfield College- Art Department
II.B.55	Norman Levan Center Brochure
II.B.56	Reading the Classics Flyer
II.B.57	Reggie Williams
II.B.58	Religious Violence Flyer
II.B.59	Death Flyer
II.B.60	Democracy Flyer
II.B.61	Ethics and Leadership Flyer
II.B.62	Find Your Voice Flyer
II.B.63	A Modest Proposal
II.B.64	Gerald Haslam Flyer
II.B.65	Health Care Flyer
II.B.66	Levan Center Flyer
II.B.67	Manuel Munoz Flyer
II.B.68	Moral Education Flyer
II.B.69	Civil War Flyer
II.B.70	Zen Flyer
II.B.71	Black History Month Activities
II.B.72.a	Bakersfield College Institutional Transfer Plan
II.B.72.b	Cup of Culture
II.B.73	Consequential Validity Results fall 2008
II.B.74	FERPA Basics for Faculty/Instructional Staff
II.B.75	FERPA Basics for Staff (Non-Instructional)
II.B.76.a	DSP&S Assessment Plan fall 2010
II.B.76.b	Student Enrollments and Outcomes by Gender and Ethnicity
II.B.77	Student Health and Wellness Assessment Plan



Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that the library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Library

The mission of the Grace Van Dyke Bird Library is "to contribute to and support the Bakersfield College mission by serving as an information and research center and providing direct and instructional support with a full range of timely information resources. The primary goals are to help students College wide to learn and succeed, and to support the Bakersfield College curriculum by serving students, faculty, staff and administration." The library offers a wide range of curriculum-related books, reference materials, periodicals, and online databases. The library home page allows students and faculty 24/7 access to the library catalog, e-books, online databases and other library resources. The reference desk, library materials, and library classroom with 23 computer workstations are located on the second floor of the Grace Van Dyke Bird Library building. Librarians provide students with one-on-one assistance at the reference desk, offer a series of eight different research workshops, a one-unit research class, discipline-specific class orientations, and curriculum-related bibliographies and handouts. The library also offers computer workstations, WiFi access, group study rooms, printers and photocopiers, and a reserve desk for class materials. The library shares space with several other campus departments and supportive services including Information Services, the Computer Commons, Media Services, the High Tech Center, the Technology Learning Center, and the Bakersfield College Archives, while the circulation/reserve desk for the library is located near the first floor entrance. The library uses various assessments to evaluate and improve services including analyses of collection use, workshop evaluations, and statistics on database use (II.C.1, 11.C.2).

Tutoring

The Bakersfield College Tutoring Center offers free one-on-one peer tutoring to all Bakersfield College students in their currently enrolled classes. New tutors are enrolled in a two-unit transfer-level class and are trained according to the guidelines of Bakersfield College of Reading and Learning Association, an organization that certifies international tutoring programs. Returning tutors are enrolled in a one-unit transfer-level class, and must meet the requirements of the new tutors. A variety of topics and modalities are used throughout each of these semester-long courses. Tutees are



recommended by an instructor or a counselor as per Title V guidelines. Tutors must be recommended to work in a basic skills area. This service is offered as a credit/no credit class and positive attendance is taken. All students may use drop-in tutoring in English and math without frequency limitation. While the majority of tutoring takes place in the Tutoring Center, other tutoring on campus occurs through the Science, Technology, Engineering, and Math program. At this time, online tutoring is not offered. A pilot study of online tutoring has been completed, and discussions are underway to meet the need for online tutoring.

Student Success Lab

The Student Success Lab is located in SS 243 and contributes to the Bakersfield College mission by supporting the learning process and student success through providing an opportunity for all Bakersfield College students to enhance their skills in reading, writing, and math. The Student Success Lab is in an open entry/open exit computer lab setting with a positive, welcoming atmosphere. The Student Success Lab provides instructional support with a wide range of activities for students at all levels, from the most basic to advanced. The primary goal is to provide the resources across the curriculum for all students campus wide to learn and succeed and to augment the Bakersfield College curriculum with services for both students and faculty with efficiency as well as flexibility. The Student Success Lab uses assessments provided in the Programmed Logic for Automated Teaching Operations software to analyze student progress, which allows evaluation and improvement in services as well as trend data on enrollment and lab use (II.C.6, II.C.7.a).

Writing Center

Open to all students, the Bakersfield College Writing Center assists students in every stage of the writing process: from invention and structure to style and mechanics. The student-led sessions are facilitated by writing consultants who, along with the students, identify strengths and weaknesses in the student work with the goal of helping the students gain lifelong skills for writing independence. The Writing Center's service complements classroom instruction and instructor's office hours. The Writing Center engages students in discussions about their own writing and serves as audience for the students and their work. Opened in September 2011 as result of a project that was recommended three years ago by a national authority on Developmental Education, the Writing Center was given a strong start through a team of faculty and staff and is an example of authentic assessment practices and changes based upon those data (II.C.7.a).

Computer Labs

Bakersfield College provides student access to state of the art computer labs throughout the campus; the two largest labs on the Panorama Campus are the Computer Commons in the Library and the Student Academic Use Area in the Student Services Building. The Commons provides 146 computers for student use, including PCs and Macs. The Student Academic Use Area houses 25 computers and served 10,471 students in 2010–2011. In addition, the Delano Campus has five computer labs with 157 computers for student use. Additional Computer Labs are available in various discipline areas (II.C.4, II.C.5).

High Tech Center

The High Tech Center, located at the north end of the Computer Commons on the bottom floor of the library, provides Computer Assistive Technology (CAT) and hands-on training for students who cannot access standard computer applications or devices due to physical, learning, or other types of disabilities. The High Tech Center provides students with disabilities the opportunity to use specialized hardware (computers,



equipment, and furniture) and software to access written documents, word processing, computer programs, the Internet, and other applications. Students with physical, visual, learning, and other disabilities participate in self-paced and classroom instructional training as it promotes independence in use of the technology and supports student success.

Technology Learning Center

The Technology Learning Center is the training place for faculty and staff learning how to use technology (primarily computer-based technology) in their classroom and work place. The Technology Learning Center is housed on the bottom floor of the library in room L160. Ten computers, including several iMacs, are available for faculty to use in creating content for their classroom presentations and websites. The Technology Learning Center is staffed by one person who gives faculty training workshops, maintains the databases needed for the Moodle websites (the course management system used in the Kern Community College District), and provides individualized help to faculty on a walk-in basis or over the phone (II.C.85, II.C.86)

Media Services

The mission of the Bakersfield College Media Services Department is to provide multimedia technology, support and resources to assist with student learning, instruction, video production and videoconferencing for faculty, staff and students in order to enhance the Bakersfield College mission of student success. Media Services is committed to providing exceptional customer service to support and facilitate teaching, learning, training and departmental goals within our campus and district community. Media Services provides instructional technology equipment and support to the Panorama campus, the Delano Campus, the Weill Institute, and courses taught at Stockdale and Arvin high schools (II.C.3).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



II.C.1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

II.C.1.a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Descriptive Summary

Library

The Grace Van Dyke Bird Library plays an important role in the mission of Bakersfield College by providing the necessary books, databases, and equipment that support the vocational, transfer-oriented and developmental information and research needs of students. In addition, the library provides experienced, professional librarians to select these materials and assist students in locating the information they need and developing of the library research skills that will help them toward success in college and in future endeavors. To “thrive in a rapidly changing world” (College mission statement) requires not only an up-to-date and wide-ranging information base, but the requisite lifelong learning skills that allow students to find relevant and reliable information sources after they leave Bakersfield College (II.C.6).

The library has 4.6 full-time, tenured librarians who are responsible for materials selection and collection development, reference assistance, library instruction, assignment-related orientations, outreach to faculty and students, and creating library guides, bibliographies, and handouts. The library also has .5 Full Time Equivalent adjunct librarians who provide reference assistance and conduct library orientations during evening and weekend hours.

As of June 30, 2011, the library collection consisted of 89,070 volumes (80,302 titles) which include 11,007 e-books, 144 periodical subscriptions, and seven online database subscriptions (II.C.8).

The library's reserve desk is located at the circulation desk on the main level for the provision of in-library, short-term use of books, DVDs, and other materials that professors require students to use for their classes. These materials are processed and checked out by the circulation staff. Many of these materials have been provided by individual instructors, while others are actual library purchases that professors have requested to be placed on reserve. The Bakersfield College Library catalog contains a “reserve materials” tab that lists library reserve items by course or by instructor.

The library also makes a concerted effort to keep all faculty informed of the availability of materials, databases, and other library services. An annual Faculty Guide has been



published since 2000; librarians are assigned as liaisons to all campus departments; a library newsletter is published two to four times a year since fall 2005, and a library web page accesses many resources, including the Bakersfield College Library catalog, online databases, curriculum-related Internet directory, student handouts, information about library workshops, and the one-unit research class (II.C.2, II.C.9, II.C.10.a).

The library has four photocopy machines, a network printer connected to all student workstations, and two microform readers. All provide copies by various means for ten cents a page.

Tutoring

Each weekly 45 minute tutoring appointment (with an additional 15 minutes for tutors to evaluate their tutoring session) takes place in the newly renovated Tutoring Center, which is located on the mezzanine level of the Jerry Ludeke Learning Center. The Tutoring Center contains 17 tables for two, six computers with internet access for use during tutoring sessions, three white boards, a VCR, subject-specific textbooks and reference books, subject-specific handouts, a copy machine, a reception desk that is part of a student-helper area, and work spaces for one full time and one part time tutor coordinator and one full time instructor. The center also offers drop-in tutoring in 15 minute time blocks in math and English throughout each day. Tutoring occurs in more than 150 courses across the curriculum offered at Bakersfield College.

Student Success Lab

The Student Success Lab houses 72 computer workstations offering the Programmed Logic for Automated Teaching Operations software program for computer assisted instruction in reading, writing, and math for credit (.5 unit and 1 unit) and noncredit courses, one-on-one assistance on activities, and proofreading services for students who are writing essays and research papers across the curriculum. Students are able to type their papers and print them in the lab. The Lab also provides students with computer literacy skills through orientations and instruction on computer use such as accessing College assigned email, logging in to MyBakWeb, and using Microsoft Word and PowerPoint. Instructional handouts are provided to further assist students. The Lab enhances classroom instruction by creating assignments in the Programmed Logic for Automated Teaching Operations software that coincide with course content to strengthen student learning outcomes in which teachers can refer their students. The Lab shares its space with the Math Lab, Spelling Lab, and the Academic Development strategies courses (II.C.19, 11.C.20, 11.C.21, II.C.22, II.C.23, II.C.24, II.C.25, II.C.26).

Writing Center

The Writing Center emerged from a comprehensive study of Bakersfield College's developmental education programs three years ago, undertaken by a team led by Dr. Hunter Boylan from the National Center for Developmental Education. That study, called the National Center for Developmental Education Executive Summary and funded by Basic Skills Initiative money, engaged multiple stakeholders, interviews, review of available data, and an in-depth look at "basic skills" across the campus. One of the most consistent recommendations throughout that report was that Bakersfield College begin steps toward a comprehensive Writing Center. This project was undertaken and completed in fall of 2011 (II.C.27).

Computer Labs

The Computer Labs on campus provide access to more than 45 different software applications, each based upon the needs of the area. Computer equipment and software



purchases are evaluated and determined through the Annual Program Review process, specifically the Information Systems and Instructional Technology Request Form. Information received from these reports is evaluated by technology experts on campus, including the director of information technology and media services coordinator, sent through the Information Systems and Instructional Technology Committee for review, and then sent to the president as a recommendation for technology purchases for the year (II.C.11, II.C.12, II.C.13).

High Tech Center

The High Tech Center has assistive technology for students who are blind or have low vision, who have repetitive strain injury or limited dexterity, or who have weak word recognition skills or vocabulary, or other verified disabilities. Software includes programs recommended by the California Community College Chancellors Office High Tech Center Training Unit to meet the various needs of students with functional limitations.

Upon completion of these training opportunities students will be able to develop and maintain independent operation of standard and Computer Assistive Technology, explore alternative ways of completing computer related tasks and convert handouts and other course materials using a scanner into accessible formats to use with the assistive technology, understand and use the parts and function of standard and computer assistive technology, identify individual learning styles, and develop appropriate study methods.

The High Tech Center also has the following special assistive hardware available: automatic adjustable tables, chairs, ergonomic keyboards, special input devices and supports, and CCTVs (magnifiers). Hardware and software include those recommended by the California Community College Chancellors Office High Tech Center Training Unit to meet the various needs of students with functional limitations.

Technology Learning Center

The Technology Learning Center provides training for faculty interested in incorporating technology (primarily computer-based technology) into their classroom presentations and their class websites. Equipment and software are chosen by the educational media design specialist, using the specialist's expertise as well as input from faculty users. The technology specialist is responsible for keeping the software up-to-date while Information Services provides the expertise for maintaining and updating computer hardware. Effective use of technology for teaching leads to increased learning by students. Workshops provided by the technology specialist in the Technology Learning Center focus on how to incorporate various technological tools into classroom presentations and websites. The Technology Learning Center offers these workshops at various times of the year, on differing days of the week and differing times of the day in order to fit as many faculty schedules as possible. A particularly intensive set of workshops introduce faculty to the basics of how to use the Moodle course management system. This set of introduction to Moodle workshops consists of 14 modules done solely online over a three-week period. A small set of online workshops were also offered in 2009 and 2010 for those faculty needing to convert from a previous course management system called Etudes to the Moodle platform. The most recent study of what it would take to improve student success and retention rates in Bakersfield College's online courses showed the need to take faculty training to the next level—how to use the technology in an effective, pedagogically-sound way (II.C.15, 11.C.16, II.C.16, II.C.17, II.C.18).



Other equipment include four scanners, including one Fujitsu scanner that is solely used with ReMark software (ReMark software captures data from tests, surveys, assessments, evaluations and other forms) and one slide (photo) scanner, and one color label printer for DVDs and CDs software applications include: Microsoft Office Suite for both 2007 and 2010, Microsoft Office for Macs, various Adobe programs, Acrobat Pro, and CS5.

The Technology Learning Center also provides support for online students. The first step for assistance for these students is the Kern Community College District Help Desk. If students are unable to solve problems or find answers to their questions at this level, they are referred to the educational media design specialist. The educational media design specialist provided the time, and often encouragement, needed to ensure the student has the technological expertise to succeed in an online course. The educational media design specialist works with students face to face, on the telephone, or online.

Media Services

Media Services has audio and visual equipment and resource materials for all classrooms on the Bakersfield College campus and at the offsite locations such as Delano, the Southwest center, Weill Institute, and Arvin High School. Media Services has one media services coordinator, one media specialist, and one video control room technician to implement and support not only the audio/visual equipment on campus, but interactive television, instructional television, and television production.

Media Services assists with both administrative and instructional videoconferencing in addition to CCCConfer, which is the web-based conferencing system offered by California Community Colleges.

Media Services has implemented campus wide multimedia control devices in most technology enabled classrooms. These control devices provide smooth transition between multiple devices such as a laptop, DVD player, desktop computer, and document camera. The control devices are then linked to the network for remote monitoring and troubleshooting. Media Services staff can then monitor hours of use, projector errors, times for replacement of bulbs and filters and also be alerted of any theft. Staff can also schedule a campus wide projector shutdown at a specific time of day. There are currently 65 classrooms that have these control devices and Media Services will continue to implement them as funding becomes available (II.C.10.b).

Media Services equipment is specified and selected as needed and to fulfill campus priorities and projects. Media Services initiates this process with the Annual Program Review of each department in which requests for instructional technology are made. These requests then move to a work team from the Information Systems and Instructional Technology Committee and all requests are evaluated and ranked based upon student impact and campus need. This list moves back through the Information Systems and Instructional Technology Committee for review then is sent to the president to provide recommendations for purchase.

Closed Captioning equipment has been engineered and implemented into the distance education classrooms for all live interactive courses. Captioning has also been implemented on all resource materials campus wide. Videos are purchased by each department and are housed in the Media Services Office.

Self Evaluation

Bakersfield College meets this standard.



Library

Librarians select books, and other library materials using professional review journals such as Choice and Library Journal, a working knowledge of the curriculum and routine assignments, observations made at the Reference Desk, class reading lists, and faculty requests. The library has consistently had a library faculty member on the Curriculum Committee to keep abreast of current curriculum trends. According to the Library Collection Development Policy Document, materials which “directly meet student curricular needs in the courses and/or programs of instruction offered” have top priority when it comes to collection development, followed by materials that “support student papers and reports.” Other considerations in priority order are materials “that add depth and breadth to the collection,” “support faculty preparation of class instruction” and that support faculty professional development (II.C.28).

A recent comparison of circulation and book purchases by Library of Congress Classification call number ranges indicates that the current materials selection practices meet student needs. In 2010–2011, the top five categories for book purchases by call number range and numbers of titles purchased were: Social Sciences, American History, Language and Literature, Medicine, and Religion/Philosophy/Psychology. This mirrors the top five categories of books in circulation during late October 2011, a peak time for book circulation. In both cases, the same subject categories appear in the top five, though the order is switched in one instance (II.C.8, II.C.29).

The circulation figures for books and other library materials have been steadily rising. During the 2010–2011 academic year total circulation (including e-books) was 35,185. This is up 5.5 percent over the total circulation of 33,328 (including e-books) in 2009–2010. E-books have increased the circulation and access of materials to all Bakersfield College students, including those at the Delano Campus, and in Extended Learning courses. In 2006–2007, the academic year prior to the start of the library’s e-book collection, circulation was only 23,682. The 2010–2011 circulation figure of more than 35,000 items represents a jump of 48.5 percent since the start of the e-book collection (II.C.8, II.C.30, II.C.31).

The library does not have an e-book budget, although technically these would be purchased out of the regular book budget. Due to the uncertainty of funding, e-books have been purchased from a foundation account that is funded by a bequest the library received in 2006 from Dolores Cerro, for a total cost of \$20,400 from 2008 through the current year. The e-book collection is purchased through the Community College Library Consortium which offers a special rate that makes them very affordable. Last year the library paid \$5,100 for 2,184 e-books. Now that EBSCO has purchased Netlibrary, the Community College Library Consortium e-book vendor, there is some uncertainty as to whether Community College Library Consortium will continue with the shared collection plan. If not, this could raise the cost of e-books considerably, both in dollar amounts and increased time spent on e-book collection development by librarians (II.C.32, II.C.8, II.C.32).

The Cerro funds are administered by the Bakersfield College Foundation. The annual allocation to the library is based on the interest generated by the original bequest and usually amounts to \$35,000–\$40,000. The library decided to use the monies for author visits, artwork in the library, continuing education for librarians and other enrichment programs/materials that were beyond the scope of the annual budget allocated by Bakersfield College.



At present, the library annual book budget is \$30,000 and has remained at this level for the last three years [although the book budget did have significant increases in 2007–2008 and 2008–2009.] In 2006–2007 the book budget was \$25,000. During this interval, the average price of an academic book has jumped from \$68.36 in 2006–2007 to \$80.61, or an increase of 17.9 percent. The Community College Library Consortium e-book collection costs \$5,100 annually. In the future the library will need to maintain both print, and e-book collections; the current funding level may not support this (II.C.32, II.C.33).

According to a recent survey of students and staff, 67.7 percent of students make use of the library's online databases and 66.3 percent of campus faculty/staff find the library databases useful. The popularity and usefulness of the databases is further bolstered by annual statistics on use for *EBSCOhost* and *Gale Expanded Academic* which indicate that from 2009–2010 to 2010–2011 the number of searches increased from 960,431 to 1,310,371, or a gain of 36.4 percent. Statistics for prior years also show similar gains. In 2009 the State of California eliminated the Telecommunications and Technology Infrastructure Program funding which was used to pay for the library's online databases. Fortunately, Bakersfield College allocated additional funds to pay for these, but in 2009, \$9,440 of our databases were paid for with Cerro Foundation Funds, rather than funds allocated by Bakersfield College (II.C.35, II.C.36, II.C.8, II.C.1, II.C.32).

Due to budget concerns, the library's print periodical subscriptions have received substantial cuts in recent years. At the time of the 2006 Institutional Self Study, the library had 265 periodical subscriptions. As of October 2011, this number has been reduced to 144 subscriptions, representing a 45.6 percent reduction. The periodicals budget went from \$54,000 to \$33,000 in 2010 and is currently at \$40,000. Although it was necessary to eliminate some subscriptions to print periodicals due to budget cuts, many of these periodicals are still available electronically through the library's online databases. There are drawbacks to this option, however. Print subscriptions are often needed to insure up-to-date information is available because many periodical publishers have an embargo period (usually one year) before the release of full-text to online databases like *EBSCOhost* and *Gale* (II.C.32).

The library's reserve desk service that allows students to check out class materials, textbooks, and course related videos, CDs, and DVDs is a popular and heavily used service. During the fall 2010 Accreditation Survey 74.8 percent of the faculty respondents said that they found this service useful for the research needs of their students and 55.3 percent of the student respondents said that they used the reserve desk (II.C.35, II.C.34).

At present the library has a print and online collection that adequately supports the information and research needs of students. However, recent budget cuts and the reliance on outside funding (Cerro funds) for e-books and some online databases, plus significant cuts in the periodical subscriptions are all a matter of concern. The library has made many funding concessions in the last few years and further cuts could seriously impact our ability to meet this standard.

Tutoring

Technology equipment at Bakersfield College is regularly upgraded to meet student needs. Due to an oversight, the six workstations in the Tutoring Center with Internet access for use during tutoring sessions have not been included in the IT rotation for upgrading and replacement. This request will be included from now on in the ACDV



Annual Program Review. New and replacement equipment and software will be chosen by the IT staff with input from the Tutoring Center faculty.

Student Success Lab

The Student Success Lab provides student access to state-of-the art computers. The lab has 72 computers for student use that include the web-based Programmed Logic for Automated Teaching Operations software, Microsoft Office, access to web-based programs offered through Pearson, and other software applications based upon the needs of the students served. Purchases and upgrades to the Programmed Logic for Automated Teaching Operations software, computers, printers, and auxiliary to serve Disabled Students Programs and Services students are evaluated and decided through the Annual Program Review process, specifically the Information Systems and Instructional Technology Request Form. Information received from these reports is evaluated by the director of information technology and media services coordinator, sent through the Information Systems and Instructional Technology Committee for review, and then forwarded to the president as a recommendation for technology purchases for the year (II.C.12, II.C.13).

The Student Success Lab utilizes the latest version of the web-based Programmed Logic for Automated Teaching Operations software, which includes 8900 hours of instructional material in reading, writing, math (developmental to trigonometry), history, chemistry, and geology, as well as preparatory activities for a variety of standardized tests (II.C.36).

The Programmed Logic for Automated Teaching Operations software has been recently updated to the web-based version; however, Bakersfield College has a limited number of licenses available, so students must work on and receive help for activities onsite. In addition, the Programmed Logic for Automated Teaching Operations software is not available at the Delano Campus due to a lack of funding for a lab director.

Writing Center

Beginning a Writing Center was a significant challenge, not only in terms of getting something with such magnitude off the ground, but also in the face of significantly reduced Basic Skills Initiative funding for the 2011–2012 academic year. A core team was brought together over the summer to work towards the goal of opening the Writing Center in fall 2011. This team worked through many logistics, such as planning the oversight of the day-to-day organization and direction of the project, developing a mission, hiring writing consultants/professional tutors, choosing a software system with reliable data and statistics, and developing a pilot study. The core team is working in partnership with Pearson to begin the “Pearson pilot” diagnostic and modularized learning program with a sample of students in those identified classes and an action plan goal of improving success in those courses by ten–15 percent by the end of the 2011–2012 academic year.

Computer Labs

The computer labs provided for student use supply access to much needed computer technology. Because student access to effective technology is the top priority at Bakersfield College, Bakersfield College has made technology decisions that have allowed student lab equipment to continue to advance, even in these tight budget times (II.C.12).



High Tech Center

The High Tech Center follows the recommendations and standards set by the state chancellor's High Tech Center Training Unit at DeAnza College. These state experts extensively test the software and hardware before making recommendations or stating requirements to the local community College High Tech Centers. The assistive technology specialist receives training at least once a year in the new or improved assistive technologies at state and national conferences, workshops, webinars, and other online resources.

The Computer Assistive Technology software in the High Tech Center, the Commons, and other computer labs around campus now run from a network Disabled Students Programs and Services server operated and maintained by Information Services. New computers (CPU only) were installed in 2010 and assistive software upgraded 2011. These include: JAWS screen reader (visually impaired), Read & Write Gold, Kurzweil 3000 (learning and other disabilities), Dragon Naturally Speaking (dexterity limitations), and Windows 7 Operating System, thus providing current software and support for students.

Technology Learning Center

Fifty-one percent of surveyed employees strongly agreed or agreed to the statement "Bakersfield College provides adequate resources for training me to use technology effectively in teaching students or at my workplace." The percentage was slightly higher (58 percent) for faculty, the primary focus of the Technology Learning Center. The percentage of agreement was less (43 percent) to the statement "Bakersfield College provides resources at convenient times for training me to use technology effectively in teaching students or at my workplace." Again the percentage was slightly higher (51 percent) for faculty. In both instances, more than 80 percent of respondents were positive when the response "Somewhat Agree" was included in calculations. This demonstrates that Bakersfield College shows a need for strengthening the training provided to employees. The survey also provided responses to a question about which areas of technology employees would most appreciate training, and demonstrated that a majority are ready to move up a notch: from knowing how to use the tools, to how to use the tools effectively. Professional development training is planned to meet these needs (II.C.35).

Media Services

Media Services recommends equipment for various departments to purchase. To do so effectively, Media Services has developed a technology standard for incorporating closed captioning into the interactive classroom and online courses. In addition, Media Services has invested countless hours creating policy and working with the Supportive Services Department to help faculty make accommodations for students with disabilities.

Media Services is able to track the use of technology (projector, document camera, DVDs, PC, and laptop) via Global View Enterprise. The Global View Enterprise logs and monitors use of devices and then can compile the data helping staff to determine replacement time and maintenance. Media Services has been able to cut response time in half thanks in part to the Global View Enterprise because technicians are now able to trouble shoot a majority of problems over the phone while logged into Global View Enterprise.

Media Services is working with Information Services on a more efficient job tracking ticket system in the near future. This will enable the two departments to share



work tickets where it has been impossible in the past, and allow more effective troubleshooting and addressing of technology issues. Media Services has also requested additional funding through the Annual Program Review process to update and maintain equipment on campus, although through planning and careful decision making, the Media Services Department has been able to provide instructional equipment and support.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

One of the most important services the library offers to students is one-on-one reference assistance and instruction during the 57 weekly hours the library is open. During peak business hours, 8 a.m. to 4 p.m. Monday through Thursday, two to three librarians are available at the reference desk to assist students; during the evenings and on Saturday one librarian is available.

Students have an opportunity to develop their information competency skills through a series of eight, hour-long library research workshops. These workshops are offered in multiple sections over a nine week period in spring and fall semesters. Topics covered are developing a research question and finding relevant search terms; advanced strategies for locating information in the library catalog; periodical databases and on the internet; the evaluation of print and internet resources; and the ethical uses of information, including plagiarism and documentation. Each workshop concludes with a hands-on exercise that allows students to practice what they have just learned and ask the librarian for further one-on-one assistance (II.C.37).

Many faculty members take advantage of the discipline specific orientations the library offers. Librarians discuss and demonstrate reference sources, databases, and library research strategies that will help students successfully complete particular assignments or research papers.

Librarians teach an eight-week, one-unit, transferable course *Introduction to Library Research* (English B34). This course offers a more comprehensive, step-by-step approach to conducting research than the library workshops. English B34 is designed to be a companion course to English B1A *Expository Composition* and other classes that require research papers.

Since the fall of 2007, the library has annually scheduled a one-day series of presentations by a respected author. The program, funded with Cerro monies, has been particularly popular with English and Academic Development instructors who use the author's books as a part of their curriculum.

The library publishes many handouts that assist students with citation formats required for their research papers, including MLA, APA, Turabian Style/Chicago Style, and bibliographies that enrich their classroom reading experience (II.C.38, II.C.39).



For nearly ten years the Bakersfield College librarians have worked with the Teacher Librarians at the Kern High School District to promote increased information literacy and research skills at the high school level. Most recently the two groups established a joint set of Internet evaluation guidelines and Bakersfield College librarians developed a "College Library Survival Skills" PowerPoint presentation with an accompanying set of suggested web tutorials that address the library research skills required for recent high school graduates entering College.

Tutoring

Tutors must have earned an "A" or a "B" grade in any class they tutor and must be recommended by a subject-specific instructor. These prospective tutors have demonstrated additional personal qualities, such as patience, honesty, and dependability that make their instructors believe they would work well with their peers. The training coursework provides techniques for effective tutoring in subject areas, study skills, and human relations.

Tutoring is also offered through the Science, Technology, Engineering and Mathematics Program. A Science, Technology, Engineering, and Mathematics assistant is a Bakersfield College student who has successfully taken a course from a faculty member and has been identified by that faculty member as someone who would be an excellent tutor and assistant in the same course in a subsequent semester. They vary from the classic supplemental instruction model in that they may work in the class/lab period as well as offer outside of class tutoring hours; they may work within the actual classroom or laboratory, in the Mathematics, Engineering, Science Achievement Center, Math Lab, and at the library; and they assist in all levels of Science, Technology, Engineering, and Mathematics courses from initial gatekeeper courses (ex. Math 1A) through advanced ones (ex. Physics 4B, 4C). Disciplines involved thus far have been: Engineering/ Computer Science, Physics, Chemistry, Biology, and Mathematics.

Science, Technology, Engineering, and Mathematics assistants help students prepare for tests, understand the lab work, solve problems, diagnose computer programming errors, and learn study techniques that are important in Science, Technology, Engineering, and Mathematics courses. Data show that the Science, Technology, Engineering, and Mathematics assistants value serving in this role, the faculty with whom they work value their contributions, and the students in the classes where they work draw on their assistance and appreciate their role with the class (II.C.42).

Student Success Lab

The Student Success Lab provides students with computer literacy skills through orientations and instruction on computer use such as accessing College-assigned email, logging in to MyBanWeb, and using Microsoft Word and PowerPoint. Ongoing instruction by lab staff insures students are developing skills in information competency. Instructional handouts are provided to further assist students (II.C.20, II.C.22, II.C.23).

High Tech Center

Students are provided accommodations to use the High Tech Center through the Disabled Student Programs and Services. Courses in basic computer and assistive technology are taught each semester by the assistive technology specialist. Students are provided one-on-one training by the assistive technology specialist in the specialized technology that best meets their educational and career needs. Upon completion of these training opportunities students will be able to develop and maintain independent operation of standard and Computer Assistive Technology, explore alternative ways of



completing computer related tasks and convert handouts and other course materials using a scanner into accessible formats to use with the assistive technology, understand and use the parts and function of standard and computer assistive technology, and identify individual learning styles and develop appropriate study methods (II.C.23.b).

Technology Learning Center

As a result of the voted-upon change to a common District wide course management system, the educational media design specialist's position has changed to also include the major support of online instructors and their students. Incorporated into this support is training for both staff and students including online and face to face (II.C.17).

Media Services

Media Services provides technology training for faculty and staff on a one on one basis as well as workshops during Professional Development weeks and "Geek Week." This training includes correct usage of the equipment, effective pedagogy using technology, and new technology options (II.C.40, II.C.41).

Self Evaluation

Bakersfield College meets this standard.

Library

During the spring 2010 semester, the library began collecting data on reference, directional, technical, and registration questions received by the librarians. These figures indicate that, on average, reference librarians answer 936 questions per week. The number of questions in each category varies from week to week, depending on the time of the semester. During the first weeks of the semester there are many directional and technical assistance requests, while during the rest of the semester reference requests predominate. Changes in student computer logon procedures, with the move to online registration, the introduction of WiFi in the building, and the implementation of online counseling workshops have all increasingly pulled librarians away from the reference desk to answer many more nonresearch questions (II.C.43).

Enrollment in the library's series of eight research workshops continues to increase every semester. During the 2010–2011 academic year registrations were at 2,717 for 151 research workshops. In 2009–2010 there were 2,638 for a total of 150 workshops. The 2009–2010 figures include seven workshops offered at the Delano campus in the spring 2010 semester when library services were offered at this site one day a week. This shows an increase of 3.3 percent for 2009–2010 over the previous year. Every workshop attendee evaluates the session. The results of these evaluations indicate that students find the workshops very useful. Question 3 of the survey asks "Will this information help you with research for your College classes?" On a scale of 1 to 5 with 5 being "Essential" and 4 being "Quite Useful" the average ranking for all workshops in the 2010–2011 academic year was 4.6. During the fall 2011 semester, one of the eight workshop topics was temporarily eliminated due to the partial reassignment of a librarian to the English department, resulting in the loss of eight sections (II.C.44, II.C.45).

In the last two years the number of English B34 *Introduction to Library Research* classes offered by library faculty has decreased during some semesters due to shift in campus priorities. In the spring 2010 semester, five sections were offered rather than the usual six sections when one of the librarians worked at the Delano Campus one day a week. In the fall 2011 semester only two English B34 sections were offered. This was the



result of librarians assessing how much time was being spent on the course, especially with partial reassignment of a librarian to another campus department. In the spring 2012, the library will offer one section of English 34 that will take a new approach. If this reworking of the curriculum proves successful, more English B34 sections will be reintroduced (II.C.1).

In addition to research workshops, the library also makes assignment-specific presentations to classes that focus on the resources and online databases necessary to complete an assignment or research paper in a defined subject area. On average the library presents 70 to 75 of these discipline-specific orientations per semester. Currently the library is conducting an assessment of these orientations (II.C.46, II.C.47).

The library staff continues to work with faculty members in developing research aids that will help students be successful in courses. Last spring, the library developed a Chicago/Turabian style guide in response to the many history instructors using this format. MLA and APA handouts have consistently been available and are updated regularly. The "Great Reads around 250 Pages More or Less" list continues to grow each year. Many Academic Development and ESL classes use this high-interest, easy-reading list as a basis for class independent reading assignments. It is posted on the library website and also available as a handout in the library. In the fall 2010 Accreditation Survey, 51.5 percent of the faculty respondents and 51.3 percent of the student respondents found these guides useful (II.C.35, II.C.34).

The Cerro Author visit series has afforded the library the opportunity to introduce a new cultural literacy program to the campus that connects books, authors and the library. Every fall semester, many English and Academic Development instructors have adopted one or more of the books written by a visiting author as a part of their classroom curriculum. The library gives away free copies of the books several weeks before the scheduled visit. Students are encouraged to attend the author's presentation, ask questions, and learn how the author's personal and/or writing experiences relate to his or her books, and to their own lives. This program has proven popular with faculty and students alike. Mark Salzman's presentations in October 2011 had standing room only audiences in the Bakersfield College Fireside Room which accommodates 120 (II.C.48, II.C.49).

Librarians continue to work with the Teacher Librarians in the Kern High School District on information competency efforts. The two groups have worked on various information competency projects since the spring of 2002. During the spring semester of 2009 the two groups developed a joint set of Internet evaluation guidelines that will be taught initially in local high schools and, then, can be reinforced at Bakersfield College. In the spring 2010 semester, Bakersfield College Librarians developed a requisite list of research survival skills for entering high school students. The goal was to encourage high school teachers and teacher/librarians to integrate the process of finding, evaluating, and using information for research purposes more thoroughly into their curriculum. During the fall 2010 and spring 2011 semesters, Bakersfield College librarians used this as the basis for a "College Library Survival Skills" presentation for ten different high school groups including teachers, department chairs, and the assistant principals of instruction, who are responsible for developing curriculum. In Nov. 2010, the Bakersfield College and Kern High School District information literacy ventures were the subject of a session at the California Library Association annual conference. At present, our "College Library Survival Skills" program is on hold as one of the Bakersfield College librarians coordinating this effort has had a partial work load



transfer to another department, but the Bakersfield College librarians hope to continue the collaborative effort by meeting with the KHSD Teacher Librarians at least once a year (II.C.50, II.C.51, II.C.52).

Information competency is a priority for the Library and encouraged by a variety of instruction methods.

Tutoring

From spring 2006 through spring 2011, the Tutoring Center averaged 83.1 tutors per semester. The center averaged 915.72 tutees per semester. This is based on an analysis of the total number of students served by formal tutoring in the Bakersfield College Tutoring Center from spring 2006 to spring 2011. Online tutoring is currently not available; however, an online tutoring option is being discussed (II.C.55).

In the Science, Technology, Engineering, and Mathematics program 333 students across 12 classes were surveyed. The most frequent response regarding how assistants served them was that the Science, Technology, Engineering, and Mathematics assistants helped them understand the material better (37 percent of responses). The next most frequent was preparing for quizzes/test (29 percent). Eighteen percent said the tutoring helped them improve their grade in the class and 16 percent said it helped them improve their study skills. When asked how frequently they received tutoring outside of class, 62 percent said they used the tutoring outside of class. Of those, 52 percent said they received tutoring one to four times, 26 percent said they received tutoring four to nine times, and 22 percent said they received tutoring ten or more times.

The data also show that three major characteristics of Science, Technology, Engineering, and Mathematics assistants were important to students:

- Making the course materials understandable and comprehensible through explaining it in different ways, and using new examples and visuals (61 percent)
- Being smart and knowledgeable about the content of the course (21 percent)
- Being patient, helpful, friendly, approachable, nonjudgmental (17 percent)

Student Success Lab

Our enrollment trends show that since fall of 2006, the Student Success Lab has increased the number of students it serves from 727 to 1569 in fall of 2010 and continues to increase the number of students it serves in fall 2011, reaching more students across the curriculum. The number of students who attend courses in the Student Success Lab has grown 79 percent over the past five years, and the total of number of hours students work in the lab has increased 81 percent over that same time period (II.C.56, II.C.57.a).

High Tech Center

The assistive technology specialist provides courses, workshops, and one-on-one trainings for users of assistive technology, and solicits feedback on the appropriateness and effectiveness of his efforts. Quantitative data and anecdotal evidence supports the high quality of support and services provided to students. Based on a voluntary sign-in process, quantitative data indicates that more than 300 students use the High Tech Center in any given semester. More than 200 students have benefited from one-on-one training with the assistive technology specialist over the past three years (II.C.5, II.C.54).



Actionable Improvement Plans

None

II.C.1.c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Descriptive Summary

Library

The library is open Monday–Thursday from 8 a.m. to 7:45 p.m., Friday from 8 a.m. to 2 p.m., and Saturday from 11 p.m. to 3 p.m. for a total of 57 hours. During the spring and fall operating hours there is at least one full-time librarian or adjunct librarian on duty. During summer school, the library staffing and hours have fluctuated according to the number of summer school offerings and the funding allocated for hiring librarians.

The library has 4.6 full-time librarians and 18–20 adjunct hours a week (.5 FTE) or a total of 5.2 FTE librarians to cover weekdays, nights, and Saturdays and 4.0 FTE classified staff members to cover the Circulation Desk and Technical Services Department. The Technical Services librarian also provides technical support to Porterville and Cerro Coso colleges related to software issues with the shared Library Management System and databases.

E-books, periodical databases and other resources are available to students and faculty on a 24/7 hour basis through the Grace Van Dyke Bird Library web site. The library catalog, citation guides, bibliographies, listing of curriculum related Internet resources, and online research tutorials are accessible to any Internet user. The use of the seven full-text, online databases, and approximately 11,000 e-books are restricted to Bakersfield College staff and students.

The library provides 31 computer workstations for student access to library resources and the Internet in the reference area on the second floor.

All student workstations have assistive technology via the Windows 7 operating system which has an “Ease of Access” tools on the start-up screen including a hear-text feature, magnifier, on screen keyboard, and more. In addition, the “All Programs” menu allows access to Jaws, Kurzweil, Dragon Naturally Speaking, and other assistive software. The adaptive workstation has an adjustable desk, a magnifier, and scanner in addition to all the assistive programs listed above.

The library has one classroom equipped with 23 student workstations, one of which has adaptive software. There is also an instructor workstation, a projection system, and a document projector. This classroom is used for library research workshops, English B34 classes, and staff development workshops.

The Delano Campus has a small library collection which is housed in a computer lab. The 207 reference and curriculum-related books were purchased with funds from the Basic Skills initiative in the 2009–2010 academic year. The library is currently not open due to lack of staffing; however, students do have access to the resources on the Bakersfield College library web site including the e-book collection and all databases.



Tutoring

Each weekly 45 minute tutoring appointment (with an additional 15 minutes for tutors to evaluate their tutoring session) takes place in our newly renovated Tutoring Center, which is located on the mezzanine level of the Jerry Ludeke Learning Center. The center also offers drop-in tutoring in 15 minute time blocks in math and English throughout each day. Tutoring is provided in more than 150 courses across the curriculum offered at Bakersfield College. Scheduled appointments are conducted Monday and Thursday from 8 a.m. to 5:30 p.m., Tuesday and Wednesday, 8 a.m. to 7:30 p.m., and Friday from 8 a.m. to 11:30 a.m.

The tutoring program has one full-time tutor coordinator and one assigned faculty member.

Student Success Lab

The Student Success Lab at Bakersfield College is the responsibility of the Success Lab coordinator. In addition, a part-time teaching assistant and adjunct instructors are available to provide one-on-one assistance/instruction on the Programmed Logic for Automated Teaching Operations software, proofreading papers, and helping with assignments and projects. The Student Success Lab is open Monday and Thursday 8:30 a.m. to 6:30 p.m., Tuesday and Wednesday 8:30 a.m. to 7:20 p.m., and Friday 8:30 a.m. to 12:20 p.m. (II.C.60, II.C.19).

Computer Labs

Each Computer Lab at Bakersfield College is the responsibility of a faculty member or technician. In addition, student workers are trained to provide service and answer questions, providing additional support to assist students with their assignments and projects. The Computer Commons is open Monday through Thursday 8 a.m. to 7:45 p.m., Friday 8 a.m. to 2 p.m., and Saturday 11 a.m. to 3 p.m. The Student Academic Use Lab is open Monday through Thursday, 8 a.m. to 5 p.m. and Friday from 8 a.m. to noon. (II.C.59).

High Tech Center

The High Tech Center's hours are the same as the Computer Commons and Library, and student workers have been hired to assist students in the Commons and High Tech Center.

Technology Learning Center

The Technology Learning Center has one technology specialist who is available from 7:30 a.m. to 5:30 p.m., Monday through Thursday and from 8 a.m. to noon on Friday; however, these hours may vary according to need. The Technology Learning Center is open 24/7 to faculty who enter via a keyless entry with a pass code.

Media Services

The Media Services Department is open from Monday through Thursday from 8 a.m. to 5 p.m. and Friday from 8 a.m. to 11 a.m. Other departmental hours may vary due to setups for campus events, video productions, and equipment use. The Media Service Department also has a web site with details of upcoming media workshops and information about the services available.

The Media Services staff consists of one media services coordinator, one media specialist, and one video control room technician (II.C.58).



Self Evaluation

Bakersfield College meets this standard.

Library

According to a survey conducted in fall 2011, 74.8 percent of faculty and staff members who responded to a question about library hours feel that the current hours of operation meet the needs of their students. Those who disagreed for the most part suggested Sunday hours or a closing time during week nights of 9 p.m. rather than 7:45 p.m. (II.C.35).

Until the fall of 2011 the library had 5.5 FTE librarians, including faculty and adjunct librarians. That figure is now at 5.2 FTE librarians and that has necessitated some reductions in service and staffing pattern changes. According to ALA's Association of College and Research Libraries the staffing requirements for a library with 5000–6999 FTE students should have a minimum of seven professional librarians (II.C.61, II.C.62).

From 2003 to 2009, librarian contracts included ten extra-duty days per year to cover the eight week summer session. Weekly hours are shortened during the summer session. This level of staffing allowed the scheduling of two librarians per day to cover lunch breaks, and class orientations during the day and evenings. The summer session for 2010 had a reduction in the number of class sections offered, and library hours were reduced accordingly to 8 a.m. to 5 p.m., Monday through Thursday during the first six weeks of the eight week summer session. Full-time librarians were each given one extra duty-day to cover orientations in five of those six weeks; the remainder of the schedule was staffed for the most part by one adjunct librarian per day. On days when only one librarian is scheduled the reference desk is not covered during lunch breaks and when class orientations are being conducted. In the 2011–2012 academic contracts for librarians, extra-duty days were increased to six, so only the last two weeks were staffed primarily by adjunct librarians. This allowed for minimal, but improved reference desk coverage. The library summer hours of operation for 2011 were Mondays–Thursdays, 8 a.m. to 6 p.m. during the first six weeks of the eight week summer session (II.C.63, II.C.64).

Many of the library resources are available on a 24/7 basis from the Grace Van Dyke Bird Library home page. These include 11,007 library e-book titles, which comprise approximately 13 percent of the library collection. The seven online databases that the library subscribes to are available around the clock; these feature academic journals, specialized fields of study like psychology and behavioral sciences, religion and philosophy, newspapers, biography, controversial issues, literary resources and more. During the academic year of 2010–2011 these databases had a total of 1,241,564 searches and our library website had 357,890 hits. The most popular links on the library home page were “Useful Internet Sites,” (the library subject directory) with 10,267 hits, and the MLA Citation Guidelines with 4,335 hits (II.C.8, II.C.65)

The library classroom is used not only for orientations and workshops, but can be opened up (if it is available) to provide additional access to computer workstations when unscheduled classes show up in the library, adding some flexibility to student access during peak times.

The implementation of WiFi access in the fall of 2009 has eased some of the congestion of the library's 31 workstations, but has also increased the amount of technical troubleshooting that librarians must do when students are having access problems.



In the past, students encountered some difficulties when attempting to print from computer workstations in the library. There was only one functioning Cash System Value Terminal machine on campus that allows students to add money to their ID cards for printing. New machines have been purchased and installed, and should alleviate the problem. A second difficulty has been the hours during which students can obtain student ID cards, which are used to check out books and for printing, have been curtailed when this service was contracted out to a local bank. This service is provided Mondays and Tuesdays from 8:30 a.m. to 1:30 p.m. and Wednesdays and Thursdays from 1:30 to 5:30 p.m., excluding holidays. During the second week of the semester, service is provided Monday through Thursday from 9 a.m. to 6:30 p.m. and Friday from 8 a.m. to noon. Student ID cards were previously available during Bakersfield College's regular business hours of Monday through Thursday from 8 a.m. to 5:30 p.m. and Fridays from 8 a.m. to noon. Students who use the library in the evening and on weekends and need to obtain an ID card are affected by these restrictions.

In spring 2010, the library offered library service one day a week at the Delano Campus. This was made possible by offering one less section of the library research class, English B34, thus freeing up a full-time faculty member to open up a library classroom with a small collection of materials purchased with Basic Skills Initiative funds and to offer workshops. This was discontinued after one semester and at present the Delano Campus Collection is not available, though librarians still do travel to Delano to offer library orientations and workshops every semester. Occasionally, Delano classes are scheduled to visit the Panorama Campus library for orientations and the library workshops at the Panorama Campus library are also available to them. During the 2010–2011 academic year, the library presented seven workshops and orientations at the Delano campus.

The responsibilities of the Bakersfield College Technical Services Librarian include library management system-related technical support for the libraries at Porterville College and Cerro Coso College. This situation has evolved over the years as all three campuses have begun to use the same Library Management System and the library databases for all three campuses reside on the same district-based server. District Instructional Technology provides general maintenance and support for library-related servers, but software-specific support for all three campuses comes from Bakersfield College's Technical Services Librarian. Time demands for this additional support can vary throughout the year and are rarely excessive, but it should be noted that this creates a situation in which a Bakersfield College librarian often acts in more of a district wide support capacity.

The library meets the standard, but priorities for improvement include restoration of cuts to librarian hours, both during the school year and the summer session, increased funding of online databases and e-books, and provision of library services to the Delano Campus. These concerns have been communicated and solutions requested through the Annual Program Review process (II.C.65).

Tutoring

Multiple workshops throughout the week have provided accessibility to quality training. This has resulted in getting a broad spectrum of recommended and recruited tutors who can offer tutorial support in many subjects. When workshops were limited to two in fall 2011, many tutors could not make them and consequently did not sign up for tutoring. This resulted in not having tutors for several key subjects like physics, anthropology, and business. One workshop was added during the first week of fall 2011 to try to "recapture" some tutors.



Tutees consistently rate the Tutoring Program very highly. This is a testament to the recruitment and caliber of tutors, and to their continued high quality of training and supervision (despite almost doubling the number of tutors since spring 2006 and breaking the 1000 mark of students tutored) (II.C.66).

Currently, any curriculum-related decisions are made by faculty teaching the courses. Any additional meetings support, and conferences regarding tutoring are done by these instructors voluntarily.

A pilot study regarding online tutoring has been completed; this is an offering that is currently being discussed and will be implemented as the budget allows.

High Tech Center

Students with disabilities have successfully been mainstreamed and the visibility of the High Tech Center and its users has increased the number of students interested in assistive technology. The two goals of increased hours of operation and mainstreaming of disabled students have outweighed any difficulties.

Actionable Improvement Plans

None

II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

Library

Information Services provides for the upgrading and maintenance of all the computer workstations in the library including those in the reference area, the library classroom and all library offices and workrooms on the first and second floors. They also maintain the printer that is networked to all second floor computers, the Diebold CSVT that allows students to add money to their ID cards for printing, and the Sharp photocopier/scanner for staff use.

All student-access workstations are secured by DeepFreeze, a software program that prevents changes to computer hard drives. In addition, librarians monitor student computer use via Vision classroom monitoring software which is connected to all second floor public access workstations.

The library has 3M Security gates at three exit points and all library materials have security strips that will trigger alarms at these gates. Two of the security gates monitor traffic to and from the library lobby to outside exits and to the computer commons on the lower level. A third gate is placed at the elevator exit, which leads into the computer commons.

The library has three surveillance cameras; two of these have a live monitors, as well as video tape capabilities, and are located in the lobby with views of the exits. A third camera was placed on the second floor in one of the computer use areas during the fall 2011 semester and is monitored by campus security.

The cleaning of the building has been outsourced to ServiceMaster.



Student Success Lab

The Student Success Lab is the responsibility of Student Success Lab coordinator and PC technician specifically assigned to the lab from the Information Services Department. The PC technician assigned to the lab is very familiar with the software and hardware needs of the lab and provides support as needed. Computers are reimaged every semester to update instructional materials, orientations, and other software applications. The computers in the lab are generally replaced every four years (II.C.67, II.C.13).

Computer Labs

Each computer lab on the campus is the responsibility of one of the PC technicians in the Information Services Department. Each technician is very familiar with the software and hardware needs of the area and provides support as needed.

The goal of Bakersfield College is to replace lab computers every four years. Purchases of computers for student and instructional use are given priority, with used lab and classroom computers being pushed down to meet the needs of employees. Bakersfield College strives to maintain a secure computer network for both staff and students and makes every effort to comply with all legal requirements. A recent example of this is a change made to the student wireless network to comply with the Higher Education Opportunity Act enabling technical staff to better identify and address users illegally downloading music and movies (II.C.67, II.C.13, II.C.68).

Self Evaluation

Bakersfield College meets this standard.

Library

Librarians monitor the use of student-use workstations using Vision. This allows them to view the screens of all second floor workstations and freeze the screens of students who are using College computers for recreational or inappropriate purposes. During the fall 2011 access to the 2nd floor computers changed from open access to requiring a student logon and password. This has provided an additional level of network security as student use/abuse at computer workstations can be tracked by student name.

Four computers near the reference desk still have open access to the library catalog, online databases, and Bakersfield College website in order for librarians to assist and instruct students with brief questions about their research without taking the time to logon. These dedicated computers ensure that computer access is available for research at all times.

The library security gate located at the elevator exit in the Computer Commons continues to be a matter of concern. At times, staff is not able to stop and question students as they leave. This minimizes the effectiveness of the gate and compromises the security of library materials. The library has not been able to conduct an inventory of the general collection since 2005 due to a lack of staffing so it is impossible to know how extensive the losses have been.

Since the cleaning service has been outsourced to ServiceMaster, an off campus business which provides one routine cleaning of the restrooms midday and building wide cleaning after hours, staff must call upon the Bakersfield College Maintenance and Operations Department if maintenance or cleaning services are needed during the day. The response time is generally slow, though it has improved with the hiring of a



new Maintenance and Operations director. There are several maintenance issues which have fallen through the cracks because neither ServiceMaster nor Maintenance and Operations feel these are within their purview. These include cleaning the exterior of the building and windows where cobwebs and dirt have been accumulating for years.

Library security and building maintenance are adequate, but need improvement. Of particular concern are the ceiling leaks on the second floor and lack of regular security patrols through the building. The library staff is working with the sergeant of public safety and the maintenance and operations manager to see what improvements can be made given the available level of resources.

Media Services

Media Services has been forced to deal with the theft of instructional technology equipment on campus. To deter theft, LCD LOC II mounts from Business Machine Security have been installed on all projectors, and the Media Services Department is working closely with Campus Security to continue to improve our theft deterrence processes. In addition, new policies to require the locking of classrooms and providing instructor keys are being developed.

Actionable Improvement Plans

None

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- II.C.1.e.** *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*
-

Descriptive Summary

Library

The library adheres to the *American Library Association Interlibrary Loan Code for the United States*, and maintains reciprocal borrowing privileges with other libraries.

The library has an agreement with California State University, Bakersfield to provide limited borrowing privileges to students. A student may request a referral form at the Bakersfield College library reference desk, which allows the student a half-price California State University, Bakersfield community-use card which may be used to borrow up to five books at a time. The Bakersfield College Library also has an agreement with California State University, Bakersfield library to provide faculty borrowing privileges (II.C.69).

The library maintains annual contracts with Sirsi Dynix for the library management system and with Gale Cengage, EBSCOhost, and Serials Solutions for the provision of our online databases.



The upkeep on the four photocopiers in the library is provided through a service contract with Ricoh. These machines were installed in April 2010 and are easy to use, require minimal maintenance, and are self-supporting. The library does not have maintenance agreements for the two Minolta microform printers, which are used infrequently and have few maintenance problems.

The library presently has institutional memberships with the American Library Association, our professional and lobbying organization, Customers of Sirsi Dynix User's Group, Inc., the Community College League, and Learning Resources Association of California Community Colleges.

High Tech Center

The High Tech Center continues to rely on recommendations and requirements provided by the state chancellor's High Tech Center Training Unit at De Anza College. Assistance in the High Tech Center is provided by student workers hired to oversee the Computer Commons area. High turnover among student workers and lack of experience working with disabled students make it difficult for the student workers to provide the level of assistance truly needed in the High Tech Center. Bakersfield College is working on employing and training a higher level of student worker to meet the ongoing needs of all students including those using the High Tech Center.

Survey results show the type of assistive technology used most often is text-to-speech (Read & Write Gold) that can help improve a student's reading comprehension and retention through audio and visual processing. Bakersfield College will continue to focus on the RWG text-to-speech program due to its effectiveness, affordability, and user friendliness. The High Tech Center provides more than one type of text-to-speech technology for students to access (II.C.70).

Media Services

Media Services partners with many different organizations in order to provide the highest level of service possible in a cost effective manner. These organizations include Kern County Superintendent of Schools, Kern Educational Telecommunications Network, Music Licensing Agreement, Music Licensing Agreement, Music Licensing Agreement Narrator Tracks, Regional Production Center for 3CMedia—Formerly California Community College Satellite Network, Broadcast Educators Association, Edustream - Video Streaming/Storage; CCC Confer—Web Conferencing; InfoComm International; Extron, Inc.; and Verizon, Inc. An example of how Media Services provides creative solutions for instructional technology needs is the purchase of network access cards from Verizon. Instructors teaching at our high school locations expressed a need to access the internet during instruction; however, the high school district policy denied access to their network for any non-high school source. Through the purchase of a selection of network access cards, instructors are now able to access the internet as needed in an effective and cost effective manner.

Self Evaluation

Bakersfield College meets this standard.

Library

Every year the library thoroughly reassesses the number and scope of its database offerings. This has become a matter of necessity due to the elimination of Telecommunications and Technology Infrastructure Program funds, budget reductions, increases in database costs, and changes to database interfaces which sometimes render



them less user-friendly. All full-time librarians are involved in the decision to add or eliminate a particular database. In 2007 three additional databases were purchased with one-time funding, *Gale Literature Resource Center*, *Gale Biography Resource Center* and EBSCOhost's *Mass Media Complete*. *LexisNexis* was discontinued in June 2009 due to a complicated, non-user-friendly interface and cost. EBSCOhost's *Newspaper Source Plus* was purchased to replace the news content in *LexisNexis*. The library also eliminated EBSCOhost's *Communications and Mass Media* database in 2010 when comparison of the title list revealed that many of the major full-text publications were already included in EBSCOhost's *Academic Search Premier*. At present, the librarians are evaluating *Gale Expanded Academic* which has recently gone through many changes that have resulted in inaccurate library holdings information and other problems.

All online databases are purchased through the Community College Library Consortium which offers discounted prices and special savings. In addition, the library has purchased e-books collections through Community College Library Consortium at a considerable cost savings. During the spring of 2011, EBSCO purchased Netlibrary, the e-books vendor used by Community College Library Consortium. The Community College Library Consortium e-books shared collection plan may be discontinued, and in the future the library may need to purchase e-books directly from vendors at a much higher cost. An associated cost will be the staff time needed to do collection development for e-books (II.C.71).

The library meets the standard by maintaining the requisite formal and informal service contracts and agreements with vendors, consortiums, other libraries, and professional organizations for the provision of useful and accessible resources and services.

Actionable Improvement Plans

None

II.C.2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

Library

Administrative unit outcomes have been established for the library program. Also, student learning outcomes have been developed for the one-unit English B34 Introduction to Library Research. Other means of assessment include workshop evaluations, an assessment of a Developing Basic Reading Skills (Academic Development B62) library assignment, student comment/suggestion forms, and a survey of library use and hours in fall 2011 (II.C.71, II.C.72).

Tutoring

Every semester, tutees are asked to evaluate the tutors and the tutoring program, at approximately the 60 percent date of the semester before the drop with a "W" date. The Tutoring Center also participated in the Accreditation Survey in the fall semester of 2011 (II.C.66).



Student Success Lab

To determine the effective use of The Student Success Lab, a survey was conducted to determine how the services of the Student Success Lab were being utilized across the campus by both instructors and students. It was found that students across the curriculum are referred by their teachers to the Student Success Lab for Programmed Logic for Automated Teaching Operations reading, writing, and math. Moreover, campus wide, students are referred to the Student Success Lab for proofreading services for help in the revision of essays and research papers in psychology, history, sociology, anthropology, and English. As well, the majority of students who used the services in the Student Success Lab strongly agreed that they were more successful in their courses, and those who were not familiar with the lab previously indicated that they have an interest in using the services of the lab in the future (II.C.34, II.C.21).

Writing Center

Data informed our decision-making at every step of the way. We identified a problematic “English developmental” sequence in our ENGL 50/60 and ENSL 50/60 courses that had showed a “flatline” to success rates over the past five years, with success percentages below the average for English/ENSL courses and Bakersfield College’s overall success rate averages. Clearly, here was a need for intervention. As a result, Writing Center staff worked in partnership with Pearson to begin the “Pearson pilot” diagnostic and modularized learning program with a sample of students in those identified classes and an action plan goal of improving success in those courses by ten–15 percent by the end of the 2011–2012 academic year.

Writing Center staff also looked at data to inform decisions about past programs and initiatives. One set of data in particular indicated that an approach that Bakersfield College had been using for at least two years was not having the kind of impact or effect that would justify its expense and so that was discontinued. Another set of data led to the conclusions and recommendations that our approach to implementing Supplemental Instruction needed to be different – and, as a result, the writing center has modified that approach and plan to implement those modifications, hopefully in the spring 2012 semester. The staff will continue to carefully monitor the data to ensure that the Center has a way to assess and authentically respond to bona fide questions such as “is it working” – and, “if not, what can we do to make it better?” (II.C.87).

Computer Labs

In spring 2008, Bakersfield College considered the option of closing the Computer Commons and providing a few smaller computer labs across the campus. In order to determine if students had a need for the Commons, the Bakersfield College Information Services Department conducted a Computer Commons Survey. Based on the data that many students traveled long distances to attend course at Bakersfield College, and used the Commons as a major source of computer access, Bakersfield College decided to keep the Commons in its current form. In addition, a Computer Lab Utilization study was also run and presented to the Information Systems and Instructional Technology Committee and Administration Council. It was found that there was a varying rate of use of computer labs throughout the campus and led to discussions in the Information Systems and Instructional Technology Committee, with the result of a clarification on the computer “power-down” recommendations (II.C.73, II.C.74, II.C.75).

Technology Learning Center

The Technology Learning Center uses various assessment methods to continually evaluate the effectiveness of workshops and support offered. For instance, a survey



was run of instructors who participated in Moodle training. The survey found that most participants felt positive about their skills in Moodle, but wanted additional training. This resulted in a Moodle Summit in fall 2011. In addition, since most online students at Bakersfield College live within our boundaries and, anecdotally, we found a number of students each semester who were very confused or intimidated with computer technology, a face-to-face student orientation was developed in spring 2011 and presented. Students were surveyed upon completion, and withdrawal and success rates were compared to nonparticipating students in that semester. Results were positive, and the department intends to offer face to face orientations again (II.C.76, II.C.77).

Self Evaluation

Bakersfield College meets this standard.

Library

In the fall 2011, the administrative unit outcome “to provide an environment that supports student learning, and faculty teaching and research” was measured through a survey administered to all faculty receiving assignment-related library orientations (II.C.1, II.C.47).

In the English B34 *Introduction to Library Research* class, assignments, quizzes, and in-class exercises administered through the semester are student learning outcome driven. Student learning outcomes are assessed by means of take home and in class finals. These two final assessments are specifically designed to test student mastery of the course content and student learning outcomes (II.C.78, II.C.79).

Every student who attends a library research workshop is given an evaluation form to complete at the end of the workshop. An analysis of these evaluations from semester to semester has indicated a very high satisfaction level among students, particularly in answers to question 3, “Will this information help you with research for your College classes?” On a scale of five, with five being “Essential” the average rating for Academic Year 2010 – 2011 was 4.6. For the 2009–2010 Academic Year the average rating was 4.5, and similar figures hold true for earlier years as well (II.C.80, II.C.81, II.C.82).

In the spring 2011, the library collaborated with the instructors of AcDvB62 *Developing Basic Reading Skills* to assess the “Country Report.” This assignment is a required component of the curriculum for all AcDvB62 students, and every instructor schedules a library orientation in which the librarian reviews step-by-step the resources and search skills necessary for students to navigate through the library independently to complete the assignment. Several weeks after the assignment was due, students in six AcDvB62 sections (one-half of the sections offered) were asked to repeat three database searches identical to those called for in the assignment, but using new topics. The results indicated that approximately 75 percent of the students were able to answer the questions correctly, while 25 percent could not. Written comments from the students indicated that many of them felt more comfortable and confident about using the library as a result of the assignment (II.C.83).

The library adds relevant items to the collection via a formal means (statistics on collection use and a prioritized collection development policy) and an informal means (a working knowledge of student assignments, student requests for materials and information, etc.) Database purchases are carefully assessed annually according to student use, cost, budget priorities, and user-friendliness (II.C.1.a, II.C.1.e).



In fall 2011, the library participated in two campus wide surveys, the “Student Accreditation Survey” and the “Employee Accreditation Survey.” The results indicated that the following percentages of student respondents find these library resources useful: online databases 67.7 percent, reserve desk 55.3 percent, library research workshops 53.4 percent, MLA and other student guides 51.3 percent, and library assignment-related orientations 39.5 percent. In the faculty survey responses to “What Library Services do you find useful to your classes?” the percentage results for those who responded were: reserve desk 74.2 percent, online databases 66 percent, library research workshops 63.9 percent, MLA and other guides 51.5 percent, and assignment-related orientations 39.2 percent. In response to the question, “Do the library hours meet the research needs of your students?” 74.8 percent of the faculty respondents said “yes” (II.C.34, II.C.35).

The library also makes available “Comments/Suggestions” forms at the circulation desk on the first floor. Students may comment on the library and its services by placing an anonymous form in the suggestion box during library business hours. The library director regularly reviews these forms and takes appropriate action, if necessary (II.C.84).

Tutoring

According to the Tutee Evaluation of Tutor Center Services from spring 2006–spring 2011, of tutees who were tutored two or more times by the same tutor per subject: 42 percent of tutees claim they stayed in their class as a result of tutoring; 92 percent of tutees claim the tutors are knowledgeable in their subject areas; 98 percent of tutees claim that tutors explain the concepts well; 98 percent of tutees claim that tutors are enthusiastic. The survey is distributed between the ninth and tenth weeks of the 16 week semester. The 99.6 percent satisfaction rate indicates that the tutoring program consistently meets its goal of successfully supplementing and supporting students across the curriculum. The high quality of tutor training remains constant and tutors apply the lessons learned in workshops in their tutoring sessions with a 96 percent rating of tutors’ knowledge, ability, and interest (II.C.66).

Data collected in the fall 2011 Accreditation Survey, indicates that many faculty are aware of the Tutoring Center and its offerings. One hundred percent of respondents (126 total) to a school wide faculty/staff questionnaire indicated that they know that there is a tutoring center on campus. Ninety-seven percent (122 total) indicated that they are aware “that tutoring at the Bakersfield College Tutoring Center is free to currently enrolled students. Eighty-eight percent (111 total) correctly identified the location of the Tutoring Center in the Learning Center of the SS Building (II.C.35).

Student Success Lab

Many positive statements regarding student success were made by instructors that using the Student Success Lab across the curriculum improved students’ essays and papers with help “in a different format than the traditional classroom,” specifically in the areas of grammar, punctuation, and mechanics, and that the Student Success Lab provided a place for students to go for “improvement of basic skills” and “additional practice” in the areas of reading, writing, and math (II.C.34).

Writing Center

Because of the use of data to inform decisions, the Writing Center is an example of effective use of research and data to provide additional support for student success.



Actionable Improvement Plans

None



Standard II.C. Evidence

- II.C.1 Library Unit Plan 2010-2011
- II.C.2 Library Faculty Guide 2011-12
- II.C.3 Media Services 2010-2011 Unit Plan
- II.C.4 Academic Use Sign in fall 2010
- II.C.5 BC Computer Labs
- II.C.6 Bakersfield College Mission Statement
- II.C.7.a Student Success Lab SLOs
- II.C.7.b Writing Center Publicity
- II.C.8 Library Annual Report 2010-2011
- II.C.9 Bird's Eye View Sample
- II.C.10.a BC Library Home Page
- II.C.10.b Media Services Inventory October 2011
- II.C.11 Standard Software in BC Computer Labs
- II.C.12 ISIT Priority Workbook v6
- II.C.13 ISIT Recommendations 2009-10
- II.C.14 Accessible Workstation location fall 2011
- II.C.15 TechLrngCntr-examples
- II.C.16 Moodle Introductory Training
- II.C.17 TechLrngCtr-workshops-2008-11
- II.C.18 Combined Recommendations DE
- II.C.19 Student Success Lab Syllabus fall 2011
- II.C.20 SS Lab Orientation fall 2011
- II.C.21 Proofreading Services
- II.C.22 Basic Microsoft Word Instructions
- II.C.23 Basic PowerPoint Instructions
- II.C.24 Writing Handout Examples
- II.C.25 Reading Handout Examples
- II.C.26 Grammar Referral
- II.C.27 NCDC Executive Summary
- II.C.28 Library Collection Development Policy
- II.C.29 Circulation Stats. 10-26-2011
- II.C.30 Library Annual Report 2009-2010
- II.C.31 Library Annual Report 2006-2007
- II.C.32 Library Materials Budget 2006-2012
- II.C.33 Average Book Price 2011
- II.C.34 Student IIC fall 2011 Survey Location
- II.C.35 Faculty IIC fall 2011 Survey Role
- II.C.36 PLATO Courses
- II.C.37 Workshop Topics
- II.C.38 MLA Works Cited Guidelines
- II.C.39 Great Reads List
- II.C.40 MS Professional Development Week
- II.C.41 Geek Week
- II.C.42 STEM Feedback
- II.C.43 Fall 2011 Reference Desk Statistics
- II.C.44 Workshop Debriefing fall 2010
- II.C.45 Workshop Debriefing spring 2011
- II.C.46 Orientations and Adjunct Hours



II.C.47	Library Instruction Faculty Survey
II.C.48	Free Mark Salzman Books for Students
II.C.49	Salzman News Article
II.C.50	Evaluating Web Information
II.C.51	Library Survival Skills for New College Students
II.C.52	Navigating to Information Literacy
II.C.53	Assistive Technology Intake Assessments
II.C.54	High Tech Center Sign-In Sheet
II.C.55	Tutoring Semester Reports 2006 -2011
II.C.56	Enrollment Trends from fall 2006
II.C.57.a	Delano Library Collection Sample
II.C.57.b	Figure 1. SSLab Growth
II.C.58	Media Services Web Page
II.C.59	Commons Schedule
II.C.60	Student Success Lab fall 2011 Schedule
II.C.61	Sample Work Week Schedule
II.C.62	Standards for Community & Technical College Learning Resource Programs
II.C.63	Library Summer 2010 Session Schedule
II.C.64	Library Summer 2011 Session Schedule
II.C.65	Library Web Stats
II.C.66	Tutee Evaluation of Tutor Center Services
II.C.67	Technology Plan 2011-2012
II.C.68	Age of Computers as of 11-18_2010 revisited
II.C.69	CSUB Form
II.C.70	DSPS CAT Detailed item analysis
II.C.71	Library Unit Plan 2007-2008
II.C.72	English B34 SLOs May 2011
II.C.73	Computer Commons Survey spring2008
II.C.74	Computer Usage Analysis 2010
II.C.75	ISIT 2010 December Minutes
II.C.76	Facetofaceresults
II.C.77	f2fresults
II.C.78	English B34 Take-Home Final
II.C.79	English B34 In-Class Final
II.C.80	Workshop Evaluation Form
II.C.81	Workshop Debriefing fall 2009
II.C.82	Workshop Debriefing spring2010
II.C.83	Country Report Assessment
II.C.84	Library Comments Suggestion Form
II.C.85	April TLC Calendar
II.C.86	Excel Workshop Flier
II.C.87	Developmental Education at Bakersfield College



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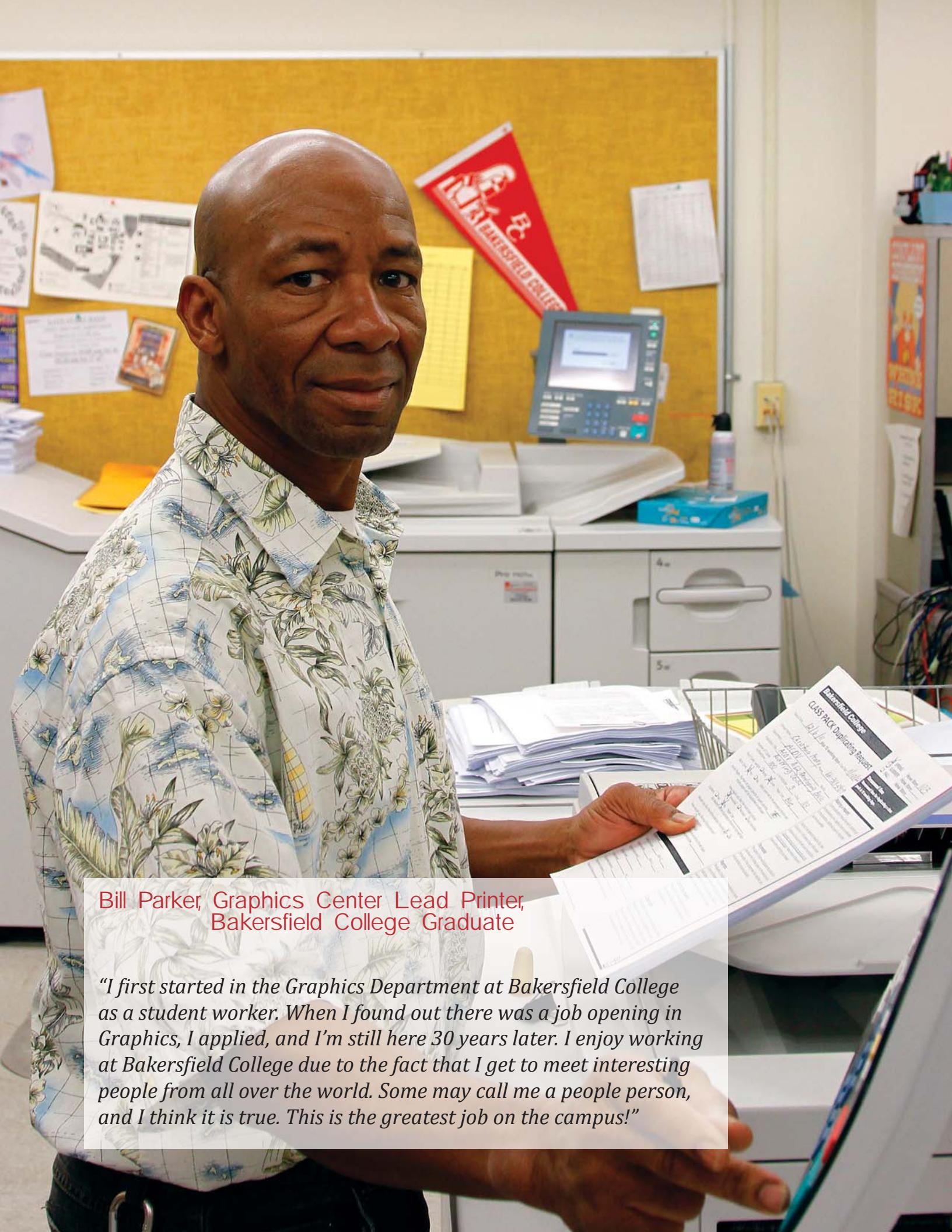
Page 279





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Page 280



Bill Parker, Graphics Center Lead Printer,
Bakersfield College Graduate

"I first started in the Graphics Department at Bakersfield College as a student worker. When I found out there was a job opening in Graphics, I applied, and I'm still here 30 years later. I enjoy working at Bakersfield College due to the fact that I get to meet interesting people from all over the world. Some may call me a people person, and I think it is true. This is the greatest job on the campus!"

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary

The Board of Trustees of the Kern Community College District has adopted hiring criteria, outlined in section eleven of Board Policy, for all personnel in the Kern Community College District. This includes faculty, classified and administrative personnel. In turn Bakersfield College hires employees in all of these areas. Well qualified employees are the goal of Bakersfield College and Bakersfield College goes to great lengths to obtain qualified applicants. All applicants must meet the minimum qualifications within the job description that has been approved by all levels of management. Board Policy addresses all minimum qualifications including those of faculty. Faculty and classified hiring is integrated in budgetary and institution planning through the Annual Program Review process completed each fall (III.A.1, III.A.2, III.A.3, III.A.28, III.A.49).

Self Evaluation

Bakersfield College meets this standard.

District Office human resources has coordinated its hiring practices in a manual used by all campus human resources offices (III.A.4.a).

Actionable Improvement Plans

None

III.A.1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

Descriptive Summary

Bakersfield College employs qualified faculty, classified, and administrative staff who provide all programs and services for our students. All District wide human resources functions are administered from the Kern Community College District Office with onsite human resources management support services at Bakersfield College. The Board of Trustees has adopted hiring criteria for all classifications of applicants. Additionally, minimum qualifications required for each job are also established. The comprehensive



hiring process includes advertising, application, interview, demonstration, and testing. The Human Resources Department ensures that all aspects of the screening and selection process are fair and equitable to all. Bakersfield College recruits and hires qualified staff, faculty, and administrators who are expert in their areas, skilled in teaching regardless of modality, skilled in serving the needs of a varied student population, who can foster overall College effectiveness and who represent and are sensitive to the racial, ethnic, and cultural diversity of the Kern Community College District.

District hiring procedures are based on recognition that responsibility for selecting well-qualified individuals is shared cooperatively by faculty members, classified staff where appropriate, and College administrators participating effectively in all appropriate phases of the hiring process. All personnel meet the minimum qualifications and have been thoroughly screened with all references checked. Skill sets that match the department and student needs are scrutinized to be sure that the member within the department will be a good fit. The best qualified applicants become Bakersfield College's long term employees (III.A.4.a).

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College District Office Human Resources Department has worked through its individual campus human resources offices to verify and ensure that all applicants for positions on the campus meet or exceed the standards set for the position. It is an ongoing effort and goal to update job descriptions and follow the letter of the law as it relates to equivalency matters. Improvements have taken place over the past two years in the ongoing process of reviewing and updating files on all staff.

The Kern Community College District, through its consultation process and review, develops and implements personnel policy and procedures which affect consistency in employment recruitment, equal opportunity, and employee safety District wide. The Kern Community College District human resources management plans for continuous improvement and specific outcomes for all services it provides to the Kern Community College District. The Kern Community College District human resources operations organize personnel staffing to adjust to hard economic times without compromising human resources services (III.A.73, III.A.74, III.A.75, III.A.76, III.A.77, III.A.79, III.A.80, III.A.82, III.A.83).

Bakersfield College and District previously employed Equal Employment Opportunity compliance managers at each College and the Kern Community College District Office. The Kern Community College District has hired professional personnel to administer Equal Employment Opportunity programming. This is a major shift from the overreliance on District or College staff in other departments outside human resources to monitor and facilitate Equal Employment Opportunity compliance, the cost of additional dedicated Equal Employment Opportunity staff, and a reduction in litigation claims from more than 30 to eight in a three-year period (III.A.78, III.A.85, III.A.86, III.A.87, III.A.88).

Actionable Improvement Plans

None



III.A.1.a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Descriptive Summary

While the hiring of new faculty is crucial to the needs of the campus, the importance of finding the best qualified individuals remains a high priority. Current deans and faculty play a large role in the hiring process. To request a position be posted, the campus human resources department requests the position and asks the dean and faculty chair where they feel the advertising should be placed. Human resources attempts to have all paperwork completed so that the advertising begins while the campus is on winter break. This advertising is placed by Kern Community College District human resources with Job Elephant (recruitment and advertising company). It will also go out to those chronicles and periodicals that the dean requests (III.A.5).

The dean and department chair meet and review the applicants in People Admin before the list of applicants goes to the screening committee. People Admin is the online system for managing all applications for all positions as paper applications are no longer used. The system has been operational for over two years, and all applications are stored with the job description in People Admin.

The screening committee is challenged with reading many applications and resumes for determining the pool for interviews. Minimum qualifications are checked by human resources before any invitation to visit the campus is given to any applicant, and the screening committee sends finalists to the president for his or her review. Human resources coordinate all of the interviews. Part of each interview for faculty is a presentation in front of the committee at which time the applicant completes a teaching demonstration. This further shows the applicant's ability to perform successfully in a specific position. The topic is given in advance and the committee acts as the students. Finally, the screening committee completes the reference checks (III.A.4.a, III.A.4.b, III.A.4.c, III.A.4.d, III.A.4.e, III.A.4.f, III.A.4.g, III.A.4.h, III.A.4.i, III.A.6).

Self Evaluation

Bakersfield College meets this standard.



The human resources department conducts a thorough internal review process to ensure applicants are qualified prior to the committee reviewing them. Of great concern is ensuring applicants have appropriate and qualified credentials, transcripts and references, as well as a complete application. Only applicants who meet minimum qualifications are submitted to the screening committee. However, the screening committee has the ability to review all applicants who were disqualified. If the screening committee believes one of the disqualified applicants is truly qualified, the committee can discuss the issue with human resources to review the initial reason for disqualification. If appropriate, the equivalency process can be followed to obtain qualification for hire.

Additionally, all applicants can ask for an equivalency. The form is located on the human resources site at the Kern Community College District. Equivalency for faculty and adjuncts is completed through the Equivalency Committee.

Bakersfield College has strived to hire the finest faculty possible.

Actionable Improvement Plans

None

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

All full-time employees, faculty and adjuncts are evaluated on a regular basis. This includes classified and confidential management employees. The Board of Trustees, via the employee contracts, sets the criteria for these evaluations. Evaluations are administered through human resources (III.A.7, III.A.8, III.A.9, III.A.10, III.A.11).

Faculty and adjunct evaluations include observation criteria that are specifically designed to effectively assess instructional skills in varying modalities and environments, including online, lab, library, and counseling (III.A.12, III.A.13, III.A.14, III.A.15).

Three years ago, the Human Resources Department created a 360 degree evaluation consisting of having peers evaluate the confidential management employees. A list of individuals to review each person is generated, and an evaluation survey is sent to each person on the evaluation list who then must complete the evaluation within two weeks. The final class climate on each manager is printed and sent to his or her supervisor. The feedback has proven useful for the managers and has served as an excellent source for improvement for our management staff. Also, all evaluations have been logged into Banner within days of receipt in human resources (III.A.65).



Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

The Bakersfield College faculty is solely responsible for the development, measurement, and production of student learning outcomes and the faculty evaluation process captures participation in this process within the faculty portfolio. In the Administrative Review portion of faculty evaluation the area administrator ascertains and measures the involvement of individual faculty members in this continuous process.

Faculty has participated in numerous activities regarding assessment. The Assessment Committee developed a website to collect ideas and information about student learning outcomes; the website is a resource page for the Bakersfield College departments to use while creating, updating, or testing student learning outcomes. Included on the website are numerous links to outside information as well as a listing of assessment information for the various departments and description of changes made based upon those results. An excellent example is an article about the Writing Center included in the Assessment Blog (III.A.16.)

From the Writing Center article:

“We also looked at data to inform our decisions about past programs and initiatives. One set of data in particular indicated that an approach we had been using for at least two years was not having the kind of impact or effect that would justify its expense and so that was discontinued. Another set of data led to the conclusions and recommendations that our approach to implementing Supplemental Instruction needed to be different – and, as a result, we have modified that approach and plan to implement those modifications, hopefully in the spring 2012 semester. We will carefully monitor the data to ensure that we have a way to assess and authentically respond to bona fide questions such as “is it working” – and, “if not, what can we do to make it better?” (III.A.67).

This paragraph is but one example of the reflection, discussion and planning that has developed through the assessment process. The evidence of changes made to improve learning is clear.

An example of how changes have been made to improve student learning can be found on this website entry from the Behavioral Science Area:

“Participants: The pre-test mean for all ten questions was 58 percent and the post-test was 79 percent. This indicates an obvious gain in knowledge but it also indicates that students began the semester with fair degree of course related knowledge on hand. But one question related to the interdisciplinary nature of Human Services actually had a four percent decrease between pre- and post-



tests. Subsequent instructional content will place a greater degree of emphasis in this area" (III.A.69).

For the most part, assessment depends on self-developed measures; however, in some areas, the outcomes are measured using community-based measures. Here is an example from the Culinary Arts Program:

"The Culinary Arts Faculty met to discuss the percentage of NRA ServSafe certification certificates awarded in spring 2009 and fall 2009. Seventy four students took the certification exam and 41 passed, for 55 percent success rate. The faculty discussed strategies to increase the success rate to 70 percent" (III.A.68).

The institution uses analysis of results to improve outcomes. In another example from the Culinary Arts Program, faculty developed additional mathematics course materials in collaboration with the Academic Development Department after assessment revealed this as a weak area of preparation.

"The Culinary Arts Faculty has major concerns about students' weakness in measurement techniques and basic math skills needed in the bake shop area and in the professional food service industry. The result of the discussions was to reinforce in FDSV 50, Introduction to Food Service, math skills. The program plans to work with the academic development department in adding specialized food service classes to improve culinary arts' student math skills. The FACE department has requested through VTEA funding to start an academic assistance program for FACE department student" (III.A.68).

Staff Development has supported the numerous activities of Assessment through workshops and seminars. As Assessment is now its own independent committee, there are numerous events and workshops. In April 2011, Assessment held its first annual "Assessment Reception Showcase" in which 24 campus departments created displays highlighting their Assessment activities. In a separate event, students were offered free pizza if they could identify student learning outcomes from their courses as well as the measurement tools. This free pizza offer sparked many discussions between faculty and students regarding outcomes assessment, engaging the entire campus in "Jazzed about Assessment" week (III.A.16).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College has involved the entire College community, including faculty, in the assessment of student learning outcomes. A critical portion of the faculty evaluation process is the production and presentation of the faculty portfolio. The portfolio requirements include providing samples of assessment activities for each learning environment (i.e. face-to-face or online), and a description summarizing course student learning outcomes and assessment strategies for each student learning outcome. Each faculty member's portfolio must reflect his or her unique contributions to student learning.

Further, each department is actively engaged in the continuous improvement process facilitated by the assessment of student learning outcomes. In the Administrative Review portion of the faculty evaluation, the area administrator summarizes the faculty member's involvement in the assessment process.



Actionable Improvement Plans

None

III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

In 2009, after months of work and committee review, the new Ethics Policy was adopted by the Board of Trustees. A personal letter and copy of the pamphlet was sent to all employees through the Kern Community College District. In addition, EthicsPoint, an internet-based reporting service, was established District wide. It is an opportunity for all employees to go online confidentially and report a violation.

All violations reported in EthicsPoint are scanned and sent to the department chair or dean that is involved and sent to the president of Bakersfield College. The violation is investigated immediately by all parties and the person who made the claim is kept updated online. When the investigation is complete, it is marked as such online.

This is the first time that a confidential comment by any person on any campus has been able to be checked with credibility. It has afforded many opportunities to correct ethics violations (III.A.17, III.A.18).

Self Evaluation

Bakersfield College meets this standard.

The Ethics policy was updated, distributed, and available both on websites and as part of the EthicsPoint on all the Kern Community College District websites for each campus and the Kern Community College District Office. All staff has received communication and EthicsPoint has now hit more than 100 reports of incidents. The Ethics policy is one of the standards that helps run each campus. Bakersfield College has worked extremely hard to have a functioning confidential method for any and all individuals on the campuses. EthicsPoint notifications are filed confidentially in Bakersfield College's Human Resources Department.

Actionable Improvement Plans

None



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- III.A.2.** *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*
-

Descriptive Summary

California Code of Regulations Title 5 section 51025, requires districts to increase the number of full-time faculty over the prior year in proportion to the amount of growth in funded credit FTES. This results in setting the Faculty Obligation Number (FON) which ensures that the appropriate number of faculty is hired to meet the needs of the institution. An adequate number of support staff is in place to support faculty and students.

Bakersfield College determines appropriate staffing levels for each program and service by gathering reports from committees and groups across the campus. Faculty Chairs/Directors Council is one committee that is consulted regarding the appropriate need for staff and faculty hires. The Faculty Chairs/Directors Council generates a list of requested classified positions from all of the classified position request forms that were turned in to Faculty Chairs/Directors Council. Likewise, a memo goes out to faculty to complete. Faculty chairs then turn in a similar form for their new faculty position requests. The council votes on each list and the results are tallied. After the council votes on the positions, the information is forwarded to the Bakersfield College president. Overall, the Educational Master Plan and Annual Program Review Process outline the department/program personnel support needs. The executive vice president of academic affairs and student services oversees and monitors the faculty and staff prioritization process each year so that all the gathered recommendations move forward to the president in a timely manner. Bakersfield College uses this process to decide on the organization of support staff throughout Bakersfield College (III.A.19, III.A.20, III.A.21, III.A.22, III.A.23).

Self Evaluation

Bakersfield College meets this standard.

As a result of this process, an adequate number of qualified faculty and staff are employed to support the mission and vision of Bakersfield College.

The Kern Community College District is in compliance with California Code of Regulations (III.A.71).

Actionable Improvement Plans

None



III.A.3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Descriptive Summary

All personnel policies and procedures are developed through a combined effort of faculty, union, and administration. Any changes in policies go to Administrative Council (college-level administrators) and Consultation Council (District wide group of faculty, classified staff, and administration). Union representation is involved as well.

All policies are posted online or linked to the Bakersfield College website. This includes both the faculty and classified contracts along with descriptive sections in the Board Policy Manual, Human Resources Operational Guidelines (III.A.2, III.A.4.a, III.A.24, III.A.25, III.A.26, III.A.27, III.A.28).

In fall 2008, a human resources director was hired for Bakersfield College to help oversee all the paperwork and processes inherent in hiring, training, and evaluating faculty and staff. This director collaborates with District human resources to review and ensure the fair and equitable application of personnel policies.

A District wide meeting with the Kern Community College District vice chancellor of human resources was conducted to determine best approaches regarding diversity and compliance issues. It was established that Bakersfield College's director of human resources would be primarily responsible for diversity and human resources training for the campus. This training involves alerting each screening committee about campus diversity needs and goals. Screening committees are encouraged to be mindful of gender and ethnic imbalances while always forwarding finalists who are the most highly qualified candidates. This conscious effort helps Bakersfield College address the goal of having campus personnel patterns reflect the gender and ethnicity of both the student and community demographics. In addition, human resources provides diversity training to the manager or designated chair assigned to each screening committee, so they can ensure confidentiality, equitable treatment of all candidates, and an inclusive hiring process. The Equal Opportunity Diversity Advisory Committee is also involved in the training process for screening committees (III.A.33, III.A.34).

Equal employment opportunity and nondiscrimination statements are included in all position announcements. Hiring procedures are listed in the Kern Community College District Board Policy manual.

Self Evaluation

Bakersfield College partially meets this standard in relation to development and distribution of policies and procedures. However, according to the Employee Accreditation Survey by Title—HR, fall 2011, there seem to be a number of employee examples of policies not being followed fairly and consistently (III.A.29).

Actionable Improvement Plan #4

Bakersfield College recommends that the Kern Community College District and College work collaboratively to:



- Develop, implement, and evaluate an annual review of its services, including EthicsPoint
- Provide clarification to College employees on the roles or functions of human resources positions to improve understanding and allow for more effective operations
- Develop, implement, and evaluate an annual survey to all employees regarding Bakersfield College's and District's adherence to written policies in employment procedures, ensuring fairness in all employment procedures. Initial research will focus on validating and clarifying current responses to develop a benchmark
- Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness of the screening process itself

The executive vice president of academic affairs and student services, and the human resources manager of Bakersfield College, will present an annual status report to the Accreditation Steering Committee for input and evaluation.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

All contracts and policies are reviewed for accuracy and all new policy goes through a comprehensive review process which includes review by legal counsel to ensure fairness.

Personnel policies and procedures are designed to be fair and equitable to all employees. The policies and procedures are administered equally to staff. If a discrepancy exists, union representatives are notified and the issue is discussed with administration.

All full-time faculty attend a year-long orientation to Bakersfield College. Adjunct faculty is offered an orientation each fall semester. Administrators and classified employees attend a new hire orientation with human resources.

According to the Employee Accreditation Survey by Title—HR, fall 2011, only 44 percent of the 133 survey respondents feel personnel policies and procedures are consistently applied. When the survey results are broken down by each employee type, the results are similar. See below:

Percentage of employees that agree personnel policies and procedures are consistently applied:

- 38 percent of classified employees
- 44 percent of faculty
- 46 percent of adjunct faculty
- 58 percent of administrators

A greater percentage of administrators agree; however, 58 percent is still an unacceptably low level of agreement.

When employees were asked in the Employee Accreditation Survey by Title—HR, fall 2011, if they feel they are treated fairly, only 63 percent said yes they are treated fairly.



There was a large variation in responses between employee types. Yes responses are summarized below:

- 36 percent of classified staff
- 65 percent of faculty
- 85 percent of adjunct faculty
- 75 percent of administrators (III.A.29)

Self Evaluation

Based on policies and procedures, Bakersfield College has met this standard.

Based on survey results and individual comments, particular attention needs to be given to evaluating the hiring process and fair treatment of employees.

Actionable Improvement Plan #4

Bakersfield College recommends that the Kern Community College District and College work collaboratively to:

- Develop, implement, and evaluate an annual review of its services, including EthicsPoint.
- Provide clarification to College employees on the roles or functions of human resources positions to improve understanding and allow for more effective operations.
- Develop, implement, and evaluate an annual survey to all employees regarding Bakersfield College and District adherence to written policies in employment procedures, ensuring fairness in all employment procedures. Initial research will focus on validating and clarifying current responses to develop a benchmark.
- Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness of the screening process itself.

The executive vice president of academic affairs and student services and the human resources manager for Bakersfield College will present an annual status report to the Accreditation Steering Committee for input and evaluation.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Official personnel files for Bakersfield College are maintained at the Kern Community College District's human resources office. Copies of records are kept confidentially at the Bakersfield College campus. File access requirements are listed in Human Resources Operational Guidelines, the Kern Community College District Board Policy and the following sections of the Community College Association Faculty Contract: Article 14-A and California Schools Employees Association Contract: Article 9C1. During operational hours, doors are locked before human resources personnel exit. Door keys for the human resources office are limited to the human resources staff and the president and vice president for emergency building access. Access to Bakersfield College and District wide student and employee database system requires administrative approval and



approval is strictly limited. Social security numbers are no longer used as employee identifiers (III.A.2, III.A.24, III.A.49, III.A.81.a, III.A.81.b, III.A.81.c).

Any employee wishing to review his/her personnel record may do so upon written request to human resources. Some employee records (such as pay) are available in MyBanWeb.

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Descriptive Summary

Bakersfield College's mission statement includes the core values related to understanding the needs of a diverse student population, responding to student and community needs with efficiency and flexibility, and remaining vigilant in evaluating the present and future environment. A committee was created to address a uniform code of ethics statement in which the values recognize diversity within the Kern Community College District for each College. "We recognize and celebrate the similarities and differences in our students, staff, communities, services, programs, and ideas. We value diversity because it promotes learning, enriches our relationships, and enhances our ability to solve problems and make decisions." The document was circulated within Bakersfield College as well.

Bakersfield College fosters appreciation and understanding for diversity and equity. Bakersfield College provides opportunities to the campus communities to participate in various committees. The committee structures are created through the planning and governance structure. The committees are comprised of administrators, faculty, staff, and students. A committee list is created each year as members of the committees change.

One specific committee, the Equal Opportunity Diversity and Advisory Committee addresses diversity within Bakersfield College as well as focuses on various goals and activities. The purpose of the Equal Opportunity and Diversity Advisory Committee is to educate and orient Bakersfield College on diversity issues and concerns and to assist the affirmative action officer in helping Bakersfield College to achieve and maintain its hiring goal of having a diverse staff and faculty who mirror the communities that Bakersfield College serves. To orient job screening committees for the purpose of ensuring that the screening process is in compliance with the approved affirmative action procedures in an effort to include historically underrepresented groups, the Equal Opportunity and Diversity Advisory Committee representatives monitor the preparation and execution of all steps in the screening process. Recruitment announcements for posting are published in a wide variety of print and online publications, representing local and regional outreach, national outreach in education publications, and outreach in publications designed for diverse audiences (III.A.17, III.A.18, III.A.30, III.A.32, III.A.31).



Bakersfield College has been faced with the challenge of promoting diversity and equity as a consistent component of Bakersfield College's culture. The change in the Equal Opportunity and Diversity Advisory Committee structure has been an improvement with the new charge of the committee. The Equal Opportunity and Diversity Advisory Committee moved from a committee that only included a staff diversity representative on the hiring screening committees to a committee that promotes diversity and equity through multiple activities throughout the year. the Bakersfield College Academic Senate requested the Staff Diversity Representative for all faculty positions be the faculty co-chair of the Equal Opportunity and Diversity Advisory Committee (III.A.33).

Some of the Equal Opportunity and Diversity Advisory Committee goals and strategic initiatives include (III.A.34, III.A.32):

Equal Opportunity and Diversity Advisory Committee Goals

- Develop a shared and inclusive understanding of diversity (Campus Climate and Intergroup Relations).
- Create a welcoming campus climate (Campus Climate and Intergroup Relations).
- Recruit and retain a diverse student body (Representation – Access & Success).
- Recruit and retain a diverse workforce (Representation – Access & Success).
- Develop and support a curriculum that fosters intercultural and international competencies (Education & Scholarship).
- Diversify College leadership and management (Institutional Viability & Vitality).
- Coordinate organizational change to support diversity goals (Institutional Viability & Vitality).
- Advise the Bakersfield College president on matters related to diversity and equity.

Equal Opportunity and Diversity Advisory Committee Strategic Initiatives

- Provide a variety of program opportunities for all staff and faculty to increase awareness of diversity issues, foster community, and encourage involvement.
- Evaluate diversity related issued in education and scholarship on campus.
- Coordinate Provide a variety of program opportunities for all staff and faculty to increase organizational change to support diversity goals.
- Identify ways to improve diversity in education and scholarship on campus.
- Encourage implementation of diversity programs amongst sectors identified as able to benefit form a more involved diversity initiative.
- Improve faculty awareness and training regarding mental health issues that affect students.
- Recruit and retain a diverse workforce.

Self Evaluation

Bakersfield College meets this standard.

The mechanisms to promote diversity and equity are an ongoing refinement process. Visibility continuously needs to be promoted to the campus community. Additional



research, dialogue, sharing of information, and diversity activities will be needed to measure diversity among faculty, staff, and students. The alignment change of the Equal Opportunity and Diversity Advisory Committee parallels Bakersfield College's mission, goals, and values.

Actionable Improvement Plans

None

III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Descriptive Summary

The planning process takes place each year with the formulation of the Educational Master Plan. The Educational Master Plan is a document which focuses on all College planning, decision-making and resource allocation toward improving student learning. The 2009–2010 Educational Master Plan outlines planning assumptions from environmental factors that affect the way Bakersfield College is able to work to fulfill its mission in achieving goals (III.A.35, III.A.37).

Bakersfield College's mission statement includes the core values related to understanding the needs of a diverse student population, responding to student and community needs with efficiency and flexibility, and remaining vigilant in evaluating the present and future environment (III.A.30).

The Educational Master Plan's planning assumption ten addresses diversity by Bakersfield College becoming more diverse due to globalization, demographic change and the increasing variety of socioeconomic needs in the students who enroll at Bakersfield College. The plan incorporates unit plans now called the Annual Program Review. The Annual Program Review is a data informed review as well as a needs assessment and goal setting mechanism for each program/department to review itself for the year. Within the review, departments indicate the need for additional staff/faculty. Position requests are also submitted to Faculty Chairs and Directors Council to review each faculty position request and then the council votes. After the council votes on faculty positions, the information is forwarded to the Bakersfield College president. Each year, Faculty Chairs and Directors Council votes on classified positions as well. Overall, the Educational Master Plan and Annual Program Review Process outlines the department/program personnel support needs (III.A.35, III.A.36, III.A.37, III.A.38, III.A.39, III.A.40, III.A.41, III.A.42).

Bakersfield College provides a broad range of trainings and workshops to support all personnel and to address diversity issues. The Staff Development Coordinating Council provides and supports activities and opportunities which enhance job performance, personal growth, and social interaction for all Bakersfield College employees (III.A.43). A list of workshops the Staff Development Coordinating Council has offered or supported is listed below (III.A.44):

- Safe Space
- College Knowledge: Disabled Students Programs and Services – You Asked It.... and we will answer it!
- Cross Training
- Great Teachers Seminar



- Effective Teaching with Technology
- Effective Teaching Strategies from Trembly Award Winners
- Effective Use of Photographs
- Learn at Lunch
- Luminis
- Working with Distressed and Distressing Individuals (one workshop was provided to faculty and one for staff)
- The Bakersfield College Writing Center
- Assessment Think Tank: Student Engagement
- College Knowledge: The Bakersfield College Decision Making Document

The Staff Development Coordinating Council fall 2010 survey obtained the following results:

- 84 percent of Bakersfield College community respondents requested a workshop designed to enhance technical/software skills.
- 49 percent of Bakersfield College community respondents requested workshops on administrative issues (budgets, scheduling, Title V, etc.).
- 45.8 percent of Bakersfield College community respondents requested workshops focused on dealing with disruptive individuals.
- 44.9 percent of Bakersfield College community respondents requested workshops focused on dealing with disruptive students.
- 44.5 percent of Bakersfield College community respondents requested workshops focused on campus safety/emergency issues.
- 44.5 percent of Bakersfield College community respondents requested workshops for personal enrichments; horticulture, music/art activities.
- 13.2 percent of Bakersfield College community respondents requested workshops on the fundamentals of campus sports and/or leisure activities (III.A.45).

The survey results were used to plan the 2011–2012 Staff Development Coordinating Council workshops and activities.

Equal Opportunity and diversity are addressed in the Kern Community College District's Board Policy, Section 11D and in written statements District wide. The policy was recently amended to incorporate Equal Employment Opportunity standards governed by the Title 5 and Education Code Requirements (III.A.28).

Self Evaluation

Bakersfield College meets this standard.

The process of and results from the program review, faculty position requests, decision making document, budget committee, co-chairs committee reports, and the Bakersfield College goal process are becoming more intertwined and parallel to each other. This creates more consistency and fosters a greater utilization of the data collected.

The Educational Master Plan encapsulates Bakersfield College's plan for the year along with each unit's program review. Workshops and trainings are planned throughout the year to educate, introduce, and solicit feedback from the campus community on new processes, forms, documents, etc. Bakersfield College is moving forward in connecting processes. Communication with the campus community has improved through the avenue of sharing and soliciting feedback. Bakersfield College will continue to strive for improved communication and feedback from all groups.



Bakersfield College encourages educational continuance and professional development for all employees through various staff development programs. The staff development program encourages classified employees to continue education in order to meet the minimum qualifications for instructional positions. Another resource available to employees is the Employee Assistance Program which offers confidential counseling services for employees and their dependents under the benefit plan (III.A.72.a, III.A.72.b).

Actionable Improvement Plans

None

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The Bakersfield College Educational Master Plan annually publishes statistical information regarding ethnicity of classified, management, and faculty. The information is posted in the Bakersfield College Institutional Research Office as well as in the Kern Community College District Statistical Review (III.A.46, III.A.47).

	Students		Full-Time Faculty		Adjunct Faculty		Classified	
	fall 2000	fall 2009	fall 2000	fall 2009	fall 2000	fall 2009	fall 2000	fall 2009
African American	7.30%	7.60%	6%	5%	3%	2%	8%	7%
Asian/Pacific Islander	3.20%	6.10%	3%	3%	3%	3%	1%	3%
Hispanic	34%	43%	13%	11%	5%	9%	29%	38%
White	50.60%	33.80%	73%	75%	84%	78%	57%	45%
Other/Unknown	0%	7.20%	6%	7%	6%	8%	8%	7%

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College gathers information on employee demographics and posts the results on the Institutional Research and Planning web page as well as the Kern Community College District research web page. Bakersfield College participates and gathers information reported to the Integrated Postsecondary Education Data System. Information is gathered regarding benefits, salaries, ethnicity, etc. (III.A.48).

A cohesive relationship exists between human resources and the Institutional Research and Planning Departments to meet the challenge of assessing and monitoring the employment equity and diversity record of Bakersfield College. Every effort is made to hire a faculty member that represents the diversity of the student body.

Actionable Improvement Plans

None



III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Descriptive Summary

The Kern Community College District utilizes a variety of media, such as handbooks, brochures, catalogs, Board Policy, web, email, and bulletin board, to communicate policies and procedures to ensure fair and consistent treatment of employees and students.

The Kern Community College District Board Policy agreements contain clear language outlining treatment of personnel: Section Eleven General Personnel Administration; Section 11D Equal Opportunity and Unlawful Discrimination, 11D1 Equal Opportunity in the Employment Personnel, 11D2 Unlawful Harassment, 11D2A Sexual Harassment, 11D4 Discrimination Complaint Process and 11E Code of Ethics. The general policies and procedures cover other topics as well: nondiscrimination, students and staff with disabilities, wellness of employees, drug-free workplace, employees with chronic communicable diseases or infectious conditions, safety, and security. Additional policies for students cover the student complaint procedure, student conduct, and discipline. The management, faculty, and classified contracts also contain language on the treatment of personnel as well ensuring personnel and students are treated fairly. The classified and faculty agreements also provide a formal grievance procedure to resolve issues covered under the contracts (III.A.1, III.A.2, II.A.3, III.A.24, III.A.28, III.A.49).

New faculty members receive policy and contract information during the new faculty orientation class. New classified employees receive a copy of the California Schools Employees Association agreement when hired and policy and procedure information during orientation. Administrative staff receive policy and procedure information when hired.

The Student Handbook includes important rules and procedures for students, Student Code of Conduct. Student Conduct must reflect the standards of good behavior expected by society. The handbook outlines rules and procedures for the following:

- Student Conduct
- Principles of Discipline
- Prohibited Conduct
- Sanctions
- Temporary Removal
- Suspension
- Expulsion
- Academic Integrity
- Disciplinary Procedures
- Student Conduct Hearing Panel Procedures
- Student Complaint Procedures
- Sexual Harassment (III.A.50)

The *Bakersfield College Catalog* includes information on the Equal Opportunity Statement, Unlawful Discrimination, Access to and Confidentiality of Student Records, and a Policy Concerning Sexual Harassment (III.A.51). The student policies and procedures are also discussed in Student Development classes.



The aforementioned are resources, guides, brochures, catalogs and Board Policy that communicate policies and procedures to ensure the fair treatment of staff and students. Classified, faculty and administrators receive a copy of the contact when they are hired on as new employees.

The Kern Community College District and Bakersfield College are aware of the important need for an ethics policy to compliment the mission, vision, and values.

In 2009, after months of work and committee review, the new Ethics Policy was adopted by the Board of Trustees. A personal letter and copy of the pamphlet was sent to all employees through the Kern Community College District.

The Kern Community College District installed EthicsPoint, an internet-based reporting service, to enhance communication and empower employees of the Kern Community College District and Bakersfield College to promote safety, security, and ethical behavior. The system allows employees to communicate their concerns and enables employees to remain anonymous. The link "Report Misconduct" is displayed on every page of the main Bakersfield College website and Ethics Violation icon is displayed on every page of the Kern Community College District website. EthicsPoint manages the reporting system for the Kern Community College District. The system is available 24 hours a day. All questions, allegations, and suggestions are reviewed in a timely manner. Responses are given in a timely and appropriate manner (III.A.52, III.A.53, III.A.17).

The human resources manager at Bakersfield College reviews concerns or questions submitted through EthicsPoint. As of November 1, 2011, the EthicsPoint Reporting System has received 102 submissions since August, 2007. This means 102 people have reported alleged misconduct. All reports have been reviewed at the Bakersfield College Human Resources Department and an appropriate response rendered. All EthicsPoint submissions are confidential (III.A.54).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College faculty, classified staff, administrators, and students have different avenues and options to ensure integrity of all policies and enjoy fair treatment on campus. Bakersfield College is committed to the protection of individual rights and to ensuring that all District/College policies are followed. Handbooks, the *Bakersfield College Catalog*, collective bargaining agreements, board policies, and EthicsPoint are resources readily available for all employees and students. The resources and materials are available by hard copy or on the Kern Community College District and/or college websites.

Actionable Improvement Plans

None



III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

Descriptive Summary

All personnel are expected to participate in professional development activities to enhance their understanding of Bakersfield College's unique heritage, embrace the social and ethnically diverse students, to improve teaching skills, and to expand their knowledge. Nearly all of the personnel at Bakersfield College participate in professional development activities during each semester.

Professional development opportunities are offered based on the needs of the campus community. An example of a professional development opportunity is the Great Teachers' Seminar. The Great Teachers' Seminar is a weekend-long retreat during the spring semester for faculty from Bakersfield College. Faculty comes together at a University of California, Los Angeles facility to share their successes and innovations in teaching practices, challenges, and problems they have in the classroom. Bakersfield College supports faculty participation in this professional development activity.

Another example of professional development that is offered includes training on issues related to Disabled Students Programs and Services. Faculty is encouraged to attend the How to Workshop on Accessibility (III.A.57.b).

Self Evaluation

Bakersfield College meets this standard.

With great participation and active involvement of all areas, personnel at Bakersfield College participate in appropriate professional development activities during each semester (III.A.89).

Actionable Improvement Plans

None

III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

The Bakersfield College Staff Development Coordinating Council plans and facilitates professional development activities. The purpose of the Staff Development Coordinating Council is to provide and support activities and opportunities which enhance job performance, personal growth, and social interaction for all Bakersfield College employees.

Each year, the Staff Development Coordinating Council conducts workshops on a wide variety of topics. One innovation has been to classify workshops into categories, such as "College Knowledge" and "Think Tank." These categories help direct faculty who might be looking for more training in College procedures or who wish to participate in a discussion group (III.A.44).



Survey responses in 2011 indicated a need for professional development opportunities for those who teach online or cannot attend workshops on campus. Moodle trainings were provided both online and face-to-face, and a three-day Moodle Summit was held in fall 2011 to provide a venue for online faculty to share best practices. In addition, a survey of online instructors in fall 2012 indicated a need for training in Americans with Disabilities Act compliance so a series of online and face to face workshops were developed and presented. For those employees who cannot attend a workshop when it is presented, a Professional Development Library is available on the Staff Development Coordinating Council channel and technology online support can be found online (III.A.55, III.A.57.a, III.A.56).

An improvement of communication of upcoming events has been to move the Staff Development website to the employee section of the InsideBC portal. The Staff Development Coordinating Council is now a channel on the portal. Information about upcoming workshops is now much easier to locate, and when employees access the portal, Staff Development Coordinating Council information is prominently displayed. Workshop videos can also be accessed from this site, so employees have access to training information if they are unable to attend live workshops.

A major initiative for diversity training has been the Safe Space training. Initiated by the Student Government Association, the purpose of Safe Space Program is to establish a campus wide network of easily visible allies who have agreed to provide assistance, support, and information to lesbian, gay, bisexual, transgender, and questioning students at Bakersfield College. Allies are trustworthy, knowledgeable, and sensitive people who can provide a safe and nondiscriminatory environment on campus for members of the lesbian, gay, bisexual, transgender, and questioning community. Allies are faculty, staff, and administrators who have attended the Safe Space Ally Training and agreed to be visible allies of the lesbian, gay, bisexual, transgender, and questioning community on campus.

The Staff Development Coordinating Council budget for 2011–2012 was \$10,000. The committee approved the budget setup as follows (III.A.58, III.A.59):

- | | |
|--|---------|
| • Special Speakers | \$3,000 |
| • Scholarships for training | \$2,000 |
| • Staff Development Library | \$1,500 |
| • Supplies (money that can be moved for other needs) | \$3,500 |

The Staff Development Coordinating Council conducted a needs assessment in the fall of 2010 for all staff. The survey results were separated by interest groups: faculty, classified staff, and management. The entire body of responses was merged into a document entitled “Staff Development Survey Summary” (III.A.66).

Self Evaluation

Bakersfield College meets this standard.

Professional development opportunities have been greatly improved at Bakersfield College. Major efforts have been put into this area to improve professional development offerings. The Staff Development Survey Summary results allowed the Staff Development Coordinating Council to review what the campus community felt as important in professional development and which activities or programs the campus constituents would like to see sponsored by the Staff Development Coordinating Council. The InsideBC portal has allowed College employees to be aware of what



professional development opportunities are available along with title, workshop description, date, time, location, presenters' name(s) and the employee may register for the workshop on the Staff Development Coordinating Council channel. The employee then receives an email instantly confirming the employee is registered for the workshop. The communication with the on campus community with InsideBC on professional development is ongoing, visual, updated continuously and workshops are offered throughout the entire semester and not for a specific time period.

FLEX days are provided for staff development each academic year. Two are held in the fall semester, and one is held in the spring semester. Faculty members are encouraged in their professional development activities by applying and receiving approval for salary progression as per the Community College Association contract, Article 10F. Classified staff is encouraged to enroll in a Professional Development program which benefits the employees and the Kern Community College District. Upon approval, classified staff may be compensated \$1,500 for each 15 credits completed as specified in the California Schools Employees Association contract, Article 9G9. College wide development funds are limited due to budget restraints (III.A.2, III.A.24, III.A.49).

Actionable Improvement Plans

None

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- III.A.5.b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***
-

Descriptive Summary

Bakersfield College, through its Staff Development Coordinating Council, continuously evaluates needs and plans programs using the resources available. The primary tool for evaluation of needs is a detailed survey sent to all staff each year. The results of the Staff Development Workshop Survey are studied extensively and the continuous evaluation process leads to improvements of offerings and participation (III.A.45, III.A.60).

Self Evaluation

Bakersfield College meets this standard.

Each on campus professional development activity includes an evaluation component for future improvement.

Actionable Improvement Plans

None

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- III.A.6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.***
-

Descriptive Summary

Bakersfield College has a Human Resources Department that reports to the Kern Community College District Human Resources Department. A District Human Resources



Planning Matrix demonstrates planning efforts between the Kern Community College District office and the other colleges. The planning matrix also includes outcomes within various areas in human resources. The operational planning matrix includes the human resources functional area, associated tasks, primary responsibility, secondary responsibility, support/assistance, methodology, measured outcomes, timelines, and action plan. Progress, projected completion date, and completion date are also recorded on the action plan. Bakersfield College utilizes outcomes of three processes to assess the use of human resources in institutional planning. The processes include the Educational Master Plan, the program review, and new position recommendations through participatory governance. Overall, the Human Resources Department within the Kern Community College District is moving toward a program review or unit plan approach to include annual assessment of human resources to evaluate the results for continuous improvement. Climate surveys will be included in this process (III.A.37, III.A.38, III.A.39, III.A.40, III.A.61, III.A.62, III.A.64).

The planning and needs from the human resources area emanates through staffing requisition requests, faculty/staff position requests, faculty/staff prioritization, program reviews, and the Educational Master Plan. These areas clearly outline needs within the academic and student support areas. These needs transfer to requests to the human resources office beginning the hiring process (III.A.61, III.A.62, III.A.63, III.A.64).

Self Evaluation

Bakersfield College meets this standard.

Human resources planning needs to assess itself on an annual cycle with goals, outcomes and assessments. The Human Resources Department is moving forward with researching and developing an annual program review or unit plan. For integrated planning, it is recommended for human resources to involve Bakersfield College to plan effectively and accordingly. Integrated institutional planning involves continuous assessment to move forward with constant improvement. Evaluation needs to occur with all areas within human resources. Routine surveys involve feedback from on campus constituents. The assessment process and evaluation of annual human resources goals will allow for targets to be projected, goals accomplished, etc. The assessment results should be posted as gathered annually as well. Ongoing self-evaluation, streamlining, open communication, assessment, objectives, and integration will build the human resources unit for self-improvement.

The Bakersfield College Program Review Process, Position Requests, Faculty Chairs and Directors Council and Budget Committee play an integral part in recommending staffing priorities based on FTES, program, college, and community needs.

The Kern Community College District conducted a confidential Climate Survey in 2011–2012 (III.A.90). The results of the report identify two significant areas of concern related to human resources and employee relations:

1. At Bakersfield College, only 53 percent of employees feel valued as an employee, 41 percent of employees believe morale at their location is high and only 49 percent of employees feel consulted or listened to regarding decision in the work place.
2. Only 35 percent of employees feel trust between classified staff and management, 36 percent feel trust between faculty and management, and 28 percent feel trust between employees at the colleges and the Kern Community College District Office.



These results clearly indicate more effort needs to be made in the area of employee relations, making Bakersfield College a great place to work and improving communication.

Actionable Improvement Plan #4

Bakersfield College recommends that the Kern Community College District and College work collaboratively to:

- Develop, implement, and evaluate an annual review of its services, including EthicsPoint.
- Provide clarification to College employees on the roles or functions of human resources positions to improve understanding and allow for more effective operations.
- Develop, implement, and evaluate an annual survey to all employees regarding Bakersfield College and District adherence to written policies in employment procedures, ensuring fairness in all employment procedures. Initial research will focus on validating and clarifying current responses to develop a benchmark.
- Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness of the screening process itself.

The executive vice president of academic affairs and student services and the human resources manager of Bakersfield College will present an annual status report to the Accreditation Steering Committee for input and evaluation.



Standard III.A. Evidence

- III.A.1 Board Policy, Section Seven
- III.A.2 Board Policy, Section Nine
- III.A.3 Board Policy, Section Ten
- III.A.4.a HR Manual for Managers and Committees
- III.A.4.b Human Resources Hiring Guidelines Administrator/Classified Recruitment and Selection Process
- III.A.4.c Human Resources Hiring Guidelines Applicant Telephone Reference Check
- III.A.4.d Human Resources Hiring Guidelines Elements of Selection
- III.A.4.e Human Resources Hiring Guidelines Faculty Recruitment and Selection Process
- III.A.4.f Human Resources Hiring Guidelines Faculty Selection Process
- III.A.4.g Human Resources Hiring Guidelines Screening and Selection
- III.A.4.h Human Resources Hiring Guidelines Screening Committee
- III.A.4.i Human Resources Hiring Guidelines Screening Process
- III.A.5 Dean Request for Advertising
- III.A.6 People Admin
- III.A.7 Class Climate
- III.A.8 Classified evaluation forms
- III.A.9 List of Adjunct Evaluations
- III.A.10 Faculty—Forms A-Q
- III.A.11 Confidential management evaluation forms
- III.A.12 Faculty Evaluation Form Observation for Library Faculty
- III.A.13 Faculty Evaluation Form Observation for On-Line Instruction
- III.A.14 Faculty Evaluation Form Observation for Open Lab Activity
- III.A.15 Faculty Evaluation Form Observation for Counseling Non Instructional Activity
- III.A.16 BC Assessment Website
- III.A.17 Kern Community College District Chancellor's Letter, August 2009
- III.A.18 The Kern Community College District Ethical Standards, 2009
- III.A.19 Classified Position Request Form
- III.A.20 Faculty Positions Memo
- III.A.21 BCP Final
- III.A.22 FCDC CSEA Classified Positions Voting Results by # 3-21-11
- III.A.23 FCDC Faculty Position Voting Results 11-19-09
- III.A.24 Board Policy, Section Five
- III.A.25 Board Policy, Section One
- III.A.26 Board Policy, Section Two
- III.A.27 Board Policy, Section Three
- III.A.28 Board Policy, Section Eleven
- III.A.29 Employee Accreditation Survey by Title - HR, fall 2011
- III.A.31 Master Committee List 2011-2012
- III.A.32 EODAC Advisory Committee Charter, 2010-2011
- III.A.33 EODAC Senate Proposal Change
- III.A.34 EODAC Strategic Initiative Work Group 2011-2012
- III.A.35 Educational Master Plan, 2009-2010
- III.A.36 Educational Master Plan: Roadmap to Student Learning, 2009-2010
- III.A.37 Educational Master Plan, 2010-2011
- III.A.38 Educational Master Plan: Roadmap to Student Learning, 2010-2011
- III.A.39 Annual Program Review Instructional Form, 2011-2012



III.A.40	Annual Program Review Services Form, 2011-2012
III.A.41	Budget Change Proposal 2011-2012
III.A.42	Faculty Position request Memorandum, fall 2011
III.A.43	Staff Development, Inside BC Snapshot, fall 2011
III.A.44	Staff Development Coordinating Council List of Workshops, 2011-2012
III.A.45	Staff Development Coordinating Council Survey Results, fall 2010
III.A.46	Bakersfield College Educational Master Plan, 2010-2011 Student Profiles
III.A.47	KCCD Statistical Review, 2008
III.A.48	IPEDS Data Feedback Report, 2011
III.A.49	Board Policy, Section Six
III.A.50	Bakersfield College Student Handbook, 2011-2012
III.A.51	Bakersfield College Catalog, 2011-2012
III.A.52	Snapshot of EthicsPoint icon District website, fall 2011
III.A.53	Snapshot of Report Misconduct Link Bakersfield College website, fall 2011
III.A.54	Human Resources Email, fall 2011
III.A.55	Moodle Summit ScreenShot
III.A.56	Online ADA Compliance
III.A.57.a	Online Professional Development Screenshot
III.A.57.b	How to Workshop on Accessibility
III.A.58	SDCC Minutes July 8, 2011 Meeting
III.A.59	SDCC Minutes August 10, 2011 Meeting
III.A.60	Staff Development Workshop Survey
III.A.61	Position Requisition Workflow
III.A.62	Position Control Mechanics
III.A.63	HR Organization Chart
III.A.64	KCCD Operational Plan and Planning Matrix
III.A.65	Confidential and Management 360 Degree Evaluation
III.A.66	Staff Development Survey Summary
III.A.67	Writing Center Assessment Blog
III.A.68	Culinary Arts Assessment Plan 2011
III.A.69	Behavioral Science Assessment 2011
III.A.70	Article 6 of faculty contract 2011-2014
III.A.71	FON Compliance
III.A.72.a	KCCD Screenshot of Benefits
III.A.72.b	Employee Assistance Program
III.A.73	Adjunct Employment 6H Amended, Draft
III.A.74	Unlawful Discrimination Policy 11D, Amended
III.A.75	Management Teaching Policy, New 10C6, Draft
III.A.76	Code of Ethics Policy 11D, Amended
III.A.77	Automated External Defibrillator Use Program 11K
III.A.78	KCCD Active HR Litigation Issues, Reductions
III.A.79	District Human Resources Goals and Accomplishments 2009-2010
III.A.80	Human Resources Priorities
III.A.81.a	Human Resources Procedures Guide (Draft), 1
III.A.81.b	Human Resources Procedures Guide (Draft), 2
III.A.81.c	Human Resources Procedures Guide (Draft), 3
III.A.82	KCCD HR Operational Plan and Matrix, Extended
III.A.83	District Position Control, Recruitment, Selection, Hiring
III.A.84	Vice Chancellor of Human Resources Job Decryption
III.A.85	College Human Resources Manager Job Description



- III.A.86 Code of Ethics Policy 11D Amended, Draft
- III.A.87 Unlawful Discrimination Policy 11D, Amended, Draft
- III.A.88 SDCC Workshop Attendance
- III.A.89 Kern Community College District Climate Survey, 12-11



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary

The physical resources at Bakersfield College support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Bakersfield College is a two-year community college established in 1913 and located in the northeast portion of Bakersfield, California. This institution and two other community colleges make up the Kern Community College District.

The Bakersfield College Panorama Campus consists of a total of 35 buildings, the bulk of which were constructed in 1956. The Panorama Campus sits on 154 developed acres. The Bakersfield College campus controls all assignable space at both the Bakersfield College Panorama Campus and at the satellite Delano Campus. The Assignable Square Feet (ASF) for the Bakersfield College Panorama Campus and the Delano Campus is 449,133 and 22,350, respectively. The Outside Gross Square Footage for the Bakersfield College Panorama Campus and the Delano Campus is 722,515 and 29,594, respectively. The assignment of space for class instruction at the Kern Community College District Office Weill Institute, Stockdale High School, and Arvin High School fluctuates and is governed by the management at each of the satellite locations. Bakersfield College makes requests for facilities space based on projected course offerings. Each satellite location tries to accommodate the request.

Bakersfield College provides many unique academic programs for students. Many of these programs have resource needs that can be used only by their programs. As funding becomes available, Bakersfield College enhances the physical resources required by academic programs through facility renovation, new construction, equipment upgrades, and acquisitions. In the past ten years Bakersfield College has:

- Upgraded facilities and equipment for the Allied Health nursing and medical programs.
- Conducted a major renovation of the Industrial Technology Building including upgrades to the automotive repair shop, the welding shop, and the woodworking shop.
- Constructed a new baseball and softball complex.
- Conducted a major renovation of the planetarium.
- Renovated a number of Science, Technology, Engineering, and Mathematics classrooms using special grant funding (III.B.1).
- Renovated Weill Institute facilities.
- Expanded Delano Campus science buildings and portables.

The renovation of the Performing Arts Center in the Speech, Arts and Music building has



been in the planning stages since 1996. Renovations began in January, 2012. The Speech, Arts and Music building was built in the mid-1950s. While the initial design concepts for the Speech, Arts and Music renovation began in 1996, major design changes have occurred as technology and programmatic needs have changed. Bakersfield College will be able to expand the breadth of instructional programs with modern equipment for the performing arts students upon completion of the Performing Arts Center renovation. In addition to providing additional performance space for the students, Bakersfield College is also renovating a facility that is sorely needed by the community.

Physical Resource planning is integrated with institutional planning. Annually, all campus programs (academic and administrative) develop an Annual Program Review to evaluate the direction of the program as well as any additional resources that may be needed to continue or expand the program. These Annual Program Reviews form the basis for the yearly update of the Educational Master Plan. The Annual Program Reviews include two forms that provide information about a program's technology and facility needs. Historically, information from the unit plans was not consistently provided to the Maintenance and Operations Department or to the Kern Community College District facilities staff. A new form was developed to ensure that Maintenance and Operations will receive relevant requests each year (III.B.1.a, III.B.2, III.B.003, III.B.4, III.B.5).

Approximately every five years the Kern Community College District creates a Facilities Master Plan that includes the facility needs for each campus. Bakersfield College's facility requirements are derived from the Educational Master Plan. The last Facilities Master Plan was completed in 2004. The Kern Community College District began the process for the next Facilities Master Plan in October, 2011, and the consulting firm of Cambridge West Partnership was asked to complete this process. Cambridge West develops the Facilities Master Plan using the Educational Master Plan, campus goals, visions, and enrollment data as the basis for the plan. The report issued by Cambridge West will indicate recommendations for additional programmatic and infrastructure changes. While the Educational Master Plan provides guidance for instructional programs, the Facilities Master Plan outlines the facilities and resources that will be required to support both instructional, student supportive services, and administrative programs (III.B.6, III.B.7).

Self Evaluation

Bakersfield College meets this standard.

The campus does an adequate to good job of supporting student learning programs and services and improving institutional effectiveness. This is especially true when factoring in the constraints imposed by years of inadequate funding for educational institutions. The following example is an illustration of some of the obstacles that insufficient funding creates.

One of the obstacles that Bakersfield College faces is making sure lecture halls and classrooms have operable seating. At the beginning of a recent semester, one of the lecture halls that normally seats 125 students had approximately 20 seats that were unusable. Facilities scheduling is difficult when computerized seating records do not match the actual facility seating and numerous classrooms have been overbooked because of this inaccuracy. Although the need to fix this problem may be apparent, the decision to move forward with a project is often driven by funding. There are two lecture halls that were built in 1968, and both of the halls are still using the original plastic chairs. These chairs had deteriorated to the point where, in one of the rooms, there



was not a single chair that does not have damage. The need to replace the seating was identified. The Kern Community College District facilities group was asked to assist with the project. It has taken about one year to get the project together, but the seating was replaced over the 2011–2012 winter break. In this situation, the need is so great that the funding for the seating (almost \$200,000) may come from campus operating funds (III.B.8).

Actionable Improvement Plans

None

III.B.1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Descriptive Summary

Bakersfield College has many avenues in which to evaluate and maintain the safety of the campus. Facilities safety is assured by the many laws, codes, and regulations that guide Bakersfield College's activities. Bakersfield College is bound by health, safety, and fire codes. An outside agency, the Division of the State Architect, oversees all construction on the campus as well as most renovations.

Bakersfield College employs a maintenance and operations manager to plan and manage all functions related to building maintenance and repair, custodial responsibilities, grounds operation, and facilities maintenance. Maintenance and Operations manages and maintains a periodic inspection program of buildings and facilities to assure compliance with applicable fire, safety, security, and sanitary codes and regulations. The maintenance and operations manager also assists and supports coordination of facilities planning and construction. The manager prioritizes all work assignments and efforts for all campuses through daily and weekly meetings with staff. The manager is the representative for all facility issues on the Administrative Council and Facilities Planning Subcommittee. The Facilities Planning Subcommittee reviews and/or provides recommendations for new and improved facilities and infrastructure improvements. The committee makes recommendations to Bakersfield College's College Council regarding infrastructure improvements and enhancements to future learning environments for students, community, faculty, and staff (III.B.9, III.B.10).

Bakersfield College maintains the same criteria and processes for maintenance and operation requirements for off campus sites and has modified the organization to address the unique needs of a distant campus. Two of the off campus sites, Delano Campus and Weill Institute, are the responsibility of the maintenance and operations manager and the Kern Community College District building facility manager. The Kern Community College District building facility manager plans, coordinates, and supervises the operation of the two facilities to include custodial responsibilities and grounds operations, HVAC systems, maintenance of vehicles, safety, security, and coordination of facility usage. The Bakersfield College Delano Campus director provides onsite management and control of campus facilities and liaisons with the Kern Community College District building facility manager to address Maintenance and Operations requirements. Bakersfield College also employs a site operations coordinator. The coordinator works under the direction of the Kern Community College District building facility manager and the Bakersfield College campus director to provide for custodial



services, grounds operations, and facility repairs at the Delano Campus. The coordinator also executes a variety of unskilled technical tasks related to equipment that includes all interactive and video equipment required for distant delivery from the Panorama Campus (III.B.11, III.B.12, III.B.13, III.B.14).

Bakersfield College Public Safety was recently reorganized and now reports to the executive director of administrative services. The director of public safety training and campus security (vacant) responsibilities currently belong to the executive director. The responsibilities include the overall planning, supervision, and coordination of the Public Safety Training Programs and Campus Security. Under his direction, the Sergeant of Security assists in the planning, organizing, supervising, and direction of the Public Safety Department including the work of the security officers and student officers involved in campus security operations. Operations include enforcement of District rules and regulations, the California Vehicle Code, and State Penal Code laws and regulations on a college campus. Campus wide safety audits regarding safe practices and procedures when using facilities and equipment are conducted by the sergeant. The sergeant identifies and reports safety hazards and provides recommendations for correction of the safety concerns. In addition to the public safety officers employed at the Panorama Campus, Bakersfield College has assigned one full time and one part time officer to the Delano Campus. Under the direction of the Bakersfield College sergeant, the public safety officers ensure that all state, local, and College safety policies and standards are upheld including Clery Act reporting each fall. The public safety officers patrol and guard Bakersfield College campuses to ensure the safety and protection of persons, buildings, grounds, equipment, and other property (III.B.15, III.B.16, III.B.17, III.B.18, III.B.19, III.B.20).

The Educational Master Plan provides a list of facility-based efforts that are underway as well as those planned for the future. The plan provides specifics of facility modernization needs and allows direct input from individual units to help establish those needs. The plan outlines the need for modernization of the Panorama Campus, building proposals for the Delano Campus, and the land acquisition and initial planning for two new centers. The Maintenance and Operations department uses national standards established by the American Physical Plant Administrators (APP) to determine facility resource requirements as the facilities grow and change. Their plans address the human resource needs that are recommended by the APPA and specifically address mission critical requirements and shortcomings. A critical shortcoming is being addressed in the departmental plans. The plans recognize the need to better manage maintenance repairs to include work-requests and prioritization. Bakersfield College is implementing a Computerized Maintenance Management System, named SchoolDude, which will help better plan and manage facility operations. The system will provide work order management, preventive maintenance scheduling, priority assignment, and inventory management. The system will improve the department's ability to identify and address facility needs. School Dude is scheduled to go online during the summer semester, 2012 (III.B.21, III.B.22, III.B.23, III.B.24).

The institution supports the equipment needs of the distance delivery modes it offers through the Media Services Department. The Media Services Department provides the media technology and resources to support student learning, instruction, video production, and video conferencing. The course management system for Bakersfield College's online courses is hosted offsite. Media Services also provides equipment and support for the courses taught at the Stockdale High and Arvin High locations. Media Services demonstrates a commitment to providing exceptional support and



services to all campuses. Bakersfield College employs a media services coordinator to plan, prioritize, and oversee the activities of personnel involved in District wide production and distribution of a variety of audio-visual and distance education materials, coordination of Media Services' daily operations, and the implementation of the production and post-production of diverse instructional materials for television and multi-sensory use. The coordinator consults with faculty and staff on audio-visual and distance education issues; assists faculty and staff with the production of video or audio-visual materials for use in instruction; and conducts District wide training of faculty and staff on distance education, video-production, and other audio-visual topics. The coordinator conducts biannual meetings with the Delano Campus management and staff to determine the needs of this distant site including planning and funding upgrades, repairs, and services. The Media Services Department has demonstrated exceptional efforts in this area and is a model of education technology support that includes exceeding the distant delivery mode needs at all sites (III.B.25, III.B.26, III.B.27, III.B.28).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College has established an organizational structure, hired the appropriate managers and staff, and implemented plans to effectively and efficiently meet the facility needs for all campuses (III.B.10, III.B.15).

Actionable Improvement Plans

None

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Bakersfield College has numerous processes and procedures in place for considering the needs of programs and services when planning its buildings. Programs and services are usually identified before building or upgrading plans begin through a process called "programming a building" which refers to the process of identifying the occupants of the building, how much space each entity will need, and the type of interaction that will take place in the building. Access is based on student need. Requests to provide the need for programs and services come mainly from Annual Program Reviews, which are drawn up by department chairs and evaluated by deans, a vice president, and then the president of Bakersfield College. The request, if approved for those levels, then moves to the Facilities Planning Subcommittee. During the planning process, occupants can provide input to architects to make sure planning the building is meeting their needs (III.B.8, III.B.29).

Several processes are in place to ensure that program and service area needs will determine the scheduling of physical resource replacement and maintenance. A work order system allows staff to identify conditions that need preventive maintenance. A more streamlined system—Computerized Maintenance Management System known as SchoolDude—is currently being installed, and it will be used for work orders. The system will increase the ability to track the progress of jobs and track the main areas of the campus where jobs are requested. The system is expected to be in operation by summer 2012. Maintenance and Operations management expects the new system



to help better manage the current work order backlog. Maintenance and Operations conducts ongoing building inspections and drives the perimeter and through the campus on a regular basis. Public Safety also identifies maintenance issues during routine patrols (III.B.23, III.B.24).

Bakersfield College has a process in place for evaluating the effectiveness of facilities and equipment in meeting the needs of programs and services. Projects stem from requests from department chairs and deans, usually in the official form of Annual Program Reviews. Requests for additional physical space are evaluated using metrics such as room utilization data. The requests are then evaluated by a vice president, and then the Bakersfield College president. Once the physical resources that need attention are identified, the project is assigned a project manager and the projects are charted throughout the individual project on Project Construction Status reports. Upon approval by the campus administration, the project is contracted to an architect. Also, any project involving student use of physical resources must go through the Division of State Architect (DSA). DSA reviews the architect's drawings, and if the project is approved and funding is available, the project will be bid out as per Public Contract Law and the California Community Colleges Chancellor's Office Facilities Planning Manual Part D, Chapter 8. Funding plays a huge role in the priority of projects and when they can be started. The campus seeks funding through various sources, such as state funds, grants, and bonds (III.B.30, III.B.31, III.B.32).

The Facility Planning Subcommittee meets once a month and is made up of administrators, faculty, California State Employee Association representatives, and a Student Government member. This committee is provided with updates regarding planned projects or those currently underway. This group also brings to the table any facilities concerns that they may have (III.B.32).

Bakersfield College strives to consistently upgrade outdated buildings that are more than 50 years old. The planning and upkeep of campus buildings is an ongoing process. During an interview for this self-evaluation, the executive director of administrative services stated that Bakersfield College is providing the necessary physical space for the number of students for which the Kern Community College District receives funding and that all projects that Bakersfield College plans to pursue are being pursued at some stage of development.

The projects throughout the Kern Community College District appear on the Annual Report to the State of California. Many of the projects, according to the plan, benefit from Safety Repair and Improvement District. The Safety Repair and Improvement District bond, also known as Measure G funds, was passed by the voters in 2002. The plan, a 240-page document, lists 42 District projects. As it states in the plan: "With the passage of the Safety Repair and Improvement District in 2002 combined with strategic facilities planning, Bakersfield College developed a comprehensive facilities plan that will maximize state funding, while upgrading several buildings that are in dire need of modernizing." The plan provides a detailed description of each project, how it will benefit programs and services, costs, and expected start dates (III.B.33, III.B.34).

Currently, a major building project is under way and several more are in process. The buildings scheduled for renovation were constructed when Bakersfield College was moved to its current location in the mid-1950s. They are all more than 50 years old and in great need of repair.



The current project involves modernizing the Speech, Arts and Music Building, which will include replacing the indoor and outdoor theaters. Both theaters will be Americans with Disabilities Act compliant for the guests attending the performances. The instructional areas will also be modernized to include elevators, rather than the Stair-Lift used by people in wheelchairs that has been in place for years.

The Campus Center is the next scheduled major project. Six million in funding is available, and another \$125,000 was donated by the Bakersfield College Student Government Association. Scheduled next for modernization are the Fine Arts Building and the Student Services Building.

During many renovation and modernization projects, people will be displaced during the process. These occupants are normally moved to swing space. Swing space is used during a major project to relocate classes or individuals displaced by the construction. The Performing Arts Building did not require swing space as most of the classes were either moved into the Fine Arts building or off campus. The renovation of the Campus Center will require swing space. Since the Campus Center is the home of the cafeteria, the swing space would need to have a kitchen and dining areas. Several options are being considered.

Bakersfield College has another method for evaluating effective use of physical resources. It annually provides to the State of California a 175-page Space Inventory Report that lists every assignable room on campus. Areas that are considered public areas such as lobbies and building rest rooms are not considered assignable because they are not assigned to any specific program. If the space is not assigned, it doesn't count. Bakersfield College has 722,515 Overall Gross Square Footage and 449,133 Assigned Square Feet. Most of Bakersfield College's facilities are used for educational purposes, and they are currently scheduled for use as completely as possible based on educational needs (III.B.35).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Bakersfield College designs, constructs, and maintains physical resources at all locations where it offers courses, programs, and services to assure access, safety, security, and a healthful learning and working environment. The standards, both regulatory and personally subjective, by which these areas are evaluated change and evolve. Buildings are designed and built following the latest building codes and governmental regulations. Over time, if areas are identified as being out of compliance or being less than adequate, every effort is made to bring the physical resources back into compliance. The scope of



this section is identified as follows:

- Access is considered to mean being physically able to enter and use a resource as outlined in the 1990 Americans with Disabilities Act and its amendments and revisions (III.B.36).
- Safety is considered to mean being able to be present in, or use, a physical resource without fear of mental or physical personal injury from hazards associated with the physical resource. It means that buildings are built and maintained, and that employees' and students' work environments are operated, following the latest California Occupational Health and Safety Act (III.B.37, III.B.38).
- Security is considered to mean free from criminal activity.
- Healthful learning and working environment is considered to mean those items associated with personal wellbeing, cleanliness, or aesthetics.

Responsibility for each of the preceding areas, regardless of location, is supervised either directly, or collaboratively as follows (exceptions are noted). While the list below shows ultimate job responsibilities, all Bakersfield College staff, faculty, and administrators realize the importance of each person's diligence in notifying the appropriate departments of problems that arise concerning those areas.

- Access: The executive director of administrative services has ultimate responsibility for physical access to buildings and grounds. Day-to-day management of this area is given by the manager of maintenance and operations. The director of Disabled Student Programs & Services ensures that students have the accommodations that they need for in class access issues. The Disabled Students Programs and Services director also provides consultative input regarding building design and adaptation for both physical and communication enabled access (III.B.39).
- Safety: The executive director of administrative services has ultimate responsibility for safety. Day-to-day management of this area is given by the manager of maintenance and operations. Guidance and oversight is given to Bakersfield College by the Kern Community College District safety coordinator. The safety coordinator's interaction with Bakersfield College is minimal. No routine inspections are given. Interaction happens when a complaint is given regarding an unsafe condition (III.B.39, III.B.40, III.B.41).
- Security: The executive director of administrative services has ultimate responsibility for security. Day-to-day management of this area is given by the chief of public safety. This position is vacant and is being temporarily assumed by the lead sergeant.
- Healthful learning and working environment: The executive director of administrative services has ultimate responsibility for the maintenance of, and upkeep to, buildings and grounds at all locations that are not contracted sites. Day-to-day management of this area is given by the manager of maintenance and operations.
- Centers and Outreach Facilities Exceptions:
 - The director of the Delano Campus has day-to-day operational responsibility for access, safety, security, and maintaining a healthful learning and working environment. The director works closely with the Kern Community College District office, the Bakersfield College campus maintenance and operations manager and the Bakersfield College Panorama Campus Office of Public Safety for their areas of responsibility. One full-time day and one part-time night Bakersfield College security officer is staffed at the Delano Campus. The Delano Campus has a site



operations coordinator who works full time at the Delano site along with the facilities manager who works for the Kern Community College District office. All landscaping and custodial services are contracted. Requests for services are made to the Kern Community College District (III.B.42, III.B.40).

- The principal at Stockdale High School has responsibility for all areas at the Stockdale High School location except security when classes are in session. Bakersfield College's needs are coordinated through the principal and are by contract. Bakersfield College coordinates security at that location with a Bakersfield College security officer who monitors the location Monday–Thursday at night when classes are in session (III.B.43).
- The principal at Arvin High School has responsibility for all areas at the Arvin High School location when classes are in session. Bakersfield College's needs are coordinated through the principal and are by contract. Bakersfield College does not provide security, but may in the future. A metric for when we should provide security has recently been developed (III.B.44).

Staff levels for the departments described above are as follows:

- Public Safety consists of eight permanent full-time and two permanent part-time officers. Officers provide 24 hours per day, 365 days per year coverage for the Panorama Campus and part-time coverage for the Delano Campus, Weill Institute, and Stockdale High School Site. In October 2011, Bakersfield College hired four additional 1–19 hours/week temporary officers to enhance coverage. Public Safety maintains three officers in the day and two officers in the evening. Public Safety also has an office supervisor and seven assistants who schedule and operate the Mobility Cart Service for Disabled Students Programs and Services (III.B.45).
- Disabled Students Programs and Services consists of one administrator and eight classified staff—seven of which are interpreters and one is an alternative media specialist. This equates to 4.74 FTEs. Only the administrator is directly involved with physical resources access issues (III.B.39).
- Maintenance and Operations, which is comprised of three distinct service areas—Trades, Grounds Services, and Custodial Services, maintains the facilities of Bakersfield College.
 - The Maintenance and Operations Trades Group is responsible for maintaining all aspects of the buildings, including heating, ventilation, air conditioning systems, electrical systems, and plumbing systems. Maintenance and Operations is also responsible for electronic systems such as the telephone system, the access control systems, heating, ventilation, air conditioning systems and lighting scheduling. Their responsibility covers all athletic facilities including the two swimming pools. In addition, the department is responsible for painting services, general maintenance, and institutional safety. The department is also responsible for the maintenance of campus fleet vehicles. Bakersfield College has 8.75 full-time trades' positions.
 - Grounds Services is responsible for maintaining 156 acres of lawn and other landscaped areas of the campus including numerous sports facilities: a baseball field, a softball field, a golf/soccer area, and an 18,000-seat football stadium. The Grounds Services staff maintains several lawn areas and flower beds. Bakersfield College has eight full time grounds keeping positions.



- Custodial Services maintains all of the instructional and administrative areas for the campus totaling more than 710,000 square feet. The custodians are responsible for the set up and clean-up of all special events, including commencement ceremonies and athletic events. The entire campus is maintained on a daily basis with such duties as rest room cleaning, classroom and lab cleaning, and office cleaning. The custodians also perform deep cleaning in selected areas during intersession periods. Bakersfield College has 16.5 full time equivalent custodial positions.

Some of the ways that Bakersfield College ensures access, safety, security, and a healthful learning and working environment are highlighted below.

Access

- Maintenance and Operations is alerted to access compliance issues through either an online work order request, a phone call, or by way of routine inspection of facilities at all locations. Inspections occur at multiple levels: Maintenance and Operations managers performing routine yearly inspections, custodial and other Maintenance and Operations staff observing compliance issues during routine job performance, other campus staff making observations in their day- to-day duties, and by students making observations during their use of facilities. Once a physical resource is in compliance, routine inspections are performed to ensure continued compliance. When necessary, consultation with the director of Disabled Students Programs and Services may be required to plan for compliance with the Americans with Disabilities Act (III.B.46).
- Disabled Students Programs and Services offers more than just consultative support for access issues. They also provide reactive measures where access is difficult. An example of the support provided was illustrated during a recent equipment failure. The elevator to the Panorama Campus' Language Arts Building failed at the beginning of the spring 2011 semester. Disabled Students Programs and Services worked closely with Maintenance and Operations and the instructional programs to identify those classes that had students with mobility issues. Any 2nd floor classes that had students with mobility problems were relocated into an accessible facility (III.B.47).
- Maintenance and Operations and Disabled Students Programs and Services, along with the Kern Community College District architect, review plans for new construction or remodeling to ensure compliance with the Americans with Disabilities Act and building codes (III.B.39).
- Each year Maintenance and Operations purchases and reviews the California Disabled Access Guide. This 450 page document contains California state regulations similar to the Americans with Disabilities Act regulations, but is considered to be more stringent (III.B.48, III.B.40).
- Public Safety operates the Mobility Cart Service for Disabled Students Programs and Services to assist students, staff and faculty with mobility issues. There is a specific route identified for the cart drivers to follow. This path is similar to a bus following its route. The carts are available and in use throughout the day (III.B.049, III.B.050).
- Bakersfield College makes routine purchases to enhance or bring resources into compliance (III.B.40, III.B.52, III.B.53, III.B.54).

Safety

- Maintenance and Operations receives calls and work orders from staff when unsafe conditions are identified. Maintenance and Operations prioritizes its



response to these issues with those unsafe conditions posing an immediate threat being dealt with first. Safety issues that do not pose an immediate threat are handled through Bakersfield College's normal work order system.

- Maintenance and Operations performs ongoing building inspections to identify safety issues.
- The Bakersfield Fire Department and the Kern County Fire Department inspect all education sites (main and satellite) at least twice a year for safety and hazardous materials (III.B.55).
- Maintenance and Operations, in conjunction with the Bakersfield and Kern County Fire Departments, conducts quarterly and annual inspections and testing of a number of systems on campus such as fire alarms and fire suppression systems (III.B.56, III.B.57, III.B.58).
- Fire extinguishers are located in common area and are inspected for operability yearly in August. At that time, the extinguishers are replaced or recharged as necessary (III.B.59).
- The Kern Community College District office has a safety coordinator who works with Maintenance and Operations when a safety or health issue is identified (III.B.60).
- To make sure that staff and faculty are prepared in the event of an emergency, Bakersfield College conducts fire drills at least twice per year (III.B.61).
- Custodians have ongoing training on blood borne pathogens and the appropriate handling of chemicals. Normal safety training occurs once a month (III.B.62).
- First aid kits are placed in each building in common areas and are routinely restocked. The last inspection and restock took place October 2011 (III.B.63, III.B.04, III.B.65).
- An earthquake preparedness drill took place on 10/20/11 to test the new centralized incident command center and to train staff and faculty in emergency response roles in the event of a large scale emergency (III.B.66, III.B.67).
- Bakersfield College has a standing safety committee that meets monthly. Membership consists of staff from Public Safety, Maintenance and Operations, human resources, Student Health Center, and faculty from the Fire Tech program (III.B.68).
- Bakersfield College has an alert system where messages of immediate necessity are sent out via phone, email, and text message (III.B.69).
- Bakersfield College and any contracted sites where Bakersfield College holds classes, must adhere to the 1933 Field Act. "The Field Act requires that the building designs be based on high level building standards adopted by the state and plans and specifications be prepared by competent designers qualified by state registration. ... The Division of the State Architect is the jurisdictional authority within the State of California that provides enforcement of the Field Act in order to provide safe schools" (III.B.70).
- Each building has an evacuation map prominently displayed near the building entrances. The most recent evacuation map was published in 2011 (III.B.71)
- Each building has designated first and second responders who are trained to coordinate building evacuation in the event of an emergency. An emergency lifeline bag containing basic emergency response materials is stationed with each responder.
- There are nine automated external defibrillators positioned around campus in common, high traffic areas (Student Health Center, Cafeteria, etc.) Units are also carried in the Public Safety vehicles.



- Every building that consists of more than one floor has an Evac-Chair mounted on the wall near the stairs. Maintenance and Operations staff have been trained in the use of the Evac-Chair in the event of an emergency .

Security

- Bakersfield College conforms to federal regulations through reporting of crime statistics in the Clery Report as mandated by the Department of Education (III.B.72).
- The Department of Public Safety patrols all noncontracted locations in marked, and unmarked, police cruisers, on foot, and on bicycles. It also patrols the Stockdale High School site (III.B.43).
- Security escorts are available anywhere on the campus and the Kern Community College District office by calling Public Safety at 395-4555 or 395-4554 (III.B.43).
- Bakersfield College works in partnership with the Bakersfield Police Department to combat illegal activity (III.B.43).
- Bakersfield College Public Safety sends an informational email to students, faculty and staff each semester as a reminder of available campus safety resources and those steps each individual can take to remain safe (III.B.74).
- Public Safety maintains three officers in the day and two officers in the evening at the Panorama Campus. Public Safety has one full-time day and one part-time night Bakersfield College security officer staffed at the Delano Campus. Bakersfield College coordinates security at the Stockdale location with a Bakersfield College security officer who monitors the location Monday–Thursday at night when classes are in session. Public Safety makes daily routine and random patrols to the Weill Institute (III.B.43).
- Bakersfield College makes routine purchases to improve security at sites it controls (III.B.75, III.B.76, III.B.77, III.B.78).

Healthful Learning and Working Environment

- Maintenance and Operations staff meets weekly to discuss priorities and any special events occurring on campus that need concentrated effort (III.B.62).
- Maintenance and Operations performs routine scheduled cleaning and grounds maintenance tasks.
- Maintenance and Operations recently conducted an operation review and developed strategies to improve their operations. This process is described in the Custodial Services Review and Plan Nov. 2010 (III.B.79).
- Maintenance and Operations is implementing a Computerized Maintenance Management System that will allow for scheduled maintenance, work order tracking and prioritization of tasks, as well as other modules (III.B.80).
Bakersfield College plans for and schedules facility improvements as funding becomes available. Some of the project categories include: roofing, seating, fire, security, lighting, HVAC, paving, facility upgrades, and painting (III.B.31).
- Numerous large remodeling and modernization projects are underway and planned that will improve facilities and campus aesthetics (III.B.34).
- Smoking is prohibited in the buildings and within 20 feet of building entrances. The Student Government Association has started a FIT program for students and offers Tobacco Awareness Seminars (III.B.81).

Self Evaluation

Bakersfield College meets this standard.



The Self-Evaluation Committee surveyed constituents' attitudes regarding access, safety, security, and the existence of healthful learning and working environment at all Bakersfield College locations. Overall the results showed Bakersfield College does a good job with regards to access, safety, and security. However, working in a healthful learning and working environment showed the need for improvement. Comments made on the survey indicate a general understanding that many existing concerns could be addressed with an increased staffing level and Maintenance and Operations budget (III.B.82, III.B.83, III.B.084, III.B.85, III.B.86).

Comments from the Physical Resources section of the survey showed a consistent pattern and were generally worded with strong language. The comments reflected a strong view that the campus's appearance is poor and is not maintained to an acceptable level.

Aggregate results across employee location, employee governance role, and employee role are summarized in the table below (III.B.86):

Question – Bakersfield College assures that physical resources (buildings, grounds, equipment) at all locations are constructed and maintained to assure:	Combined Strongly Agree and Agree	Combined Strongly Agree, Agree and Somewhat Agree
Accommodations exist for people with physical disabilities	67.1 percent	88.3 percent
A safe environment	64.3 percent	86.9 percent
My personal security	65.7 percent	83.9 percent
A healthful learning and working environment	51.5 percent	72.8 percent
A visually appealing and clean environment	21.9 percent	42.3 percent

The self-evaluation process brought to light the need for improvement in several areas. It also verified that Bakersfield College does a good job of following standard regulations for access, safety, security, and providing a healthful learning and working environment while working under severe funding limitations. The self-evaluation process indicated that the appropriate prioritization of safety, security, and access issues over those of aesthetics is being met. However, areas that the Physical Resources self-study group identified needing improvement are:

- During the self-study, the director of Disabled Students Programs and Services indicated that many times she is not brought in to review building requirements until after the blueprints have been created. This makes it more difficult and more costly to implement any access compliance steps that must be performed. Disabled Students Programs and Services should be consulted during the initial discussions of each construction project facilities design process so that they can make sure that not only physical access issues are addressed, but also communication access (captioning, listening, etc.) (III.B.39).



- Work needs to be done to repair the strained relationship with the Kern Community College District's safety coordinator so that Bakersfield College and District can work more effectively and cooperatively. This ineffective relationship was highlighted through the accreditation self-evaluation interview process (III.B.40, III.B.41).
- The process whereby the Delano Campus makes requests for some operational services directly to the Kern Community College District office, bypassing the Panorama Campus' Maintenance and Operations, causes some confusion for both the Maintenance and Operations management and staff. This process is being reviewed and a more clear process is being developed to include Maintenance and Operations management oversight by the Weill Institute maintenance and operations director (III.B.40, III.B.42)
- A discussion should take place regarding the disproportionate and excessive use of Maintenance and Operations staff in preparation for special events. Special events consume what little Maintenance and Operations personnel Bakersfield College has, to the detriment of the rest of the campus, while preparing for and staffing those special events.
- There is a general view that the campus incorrectly prioritizes new construction projects and planning for growth at the expense of maintaining existing structures and learning environments. This must change.

Actionable Improvement Plan #5

To maintain a more healthful learning and working environment on the Panorama Campus, the Maintenance and Operations Department, working with the Facilities Subcommittee, will implement and evaluate the work order software system designed to assign and track work; provide support to work with custodial staff to define expectations and improve cleanliness levels across the campus; adjust start times and cleaning areas of responsibility to be more centralized and balanced; evaluate the effectiveness of increased temporary custodial staff by spring 2012; and prioritize maintenance and repairs to existing buildings and building infrastructure.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The Kern Community College District and Bakersfield College use departments' Annual Program Reviews, area demographic data, and student enrollments to develop updates to the Education Master Plan. The Annual Program Review (prior to fall, 2011, called the Unit Plan) and the Summative Program Review (every six years) are designed to include the effective use, limitations, and repairs needed to maintain safe and functional facilities. The next Educational Master Plan will be finished early in 2012. The most recent Educational Master Plan is dated 2010. Using the Educational Master Plan, staff develops a Facilities Master Plan which outlines how Bakersfield College will use facilities required to implement the Educational Master Plan's goals. The Facilities Master Plan provides direction for improving services to students over several years, using existing buildings/facilities, and projects needs into the future. The Kern Community College District's Facilities Planning and Construction Department maintains the primary responsibility for oversight and coordination of the planning of



all major facility projects. The new Facilities Master Plan is scheduled to be completed in spring 2012 (III.B.2, III.B.3 III.B.4 III.B.5, III.B.6).

Review and planning for ongoing deferred maintenance needs is done through several processes. A space inventory report is prepared each year. Annually, the Kern Community College District staff visually inspects the entire Bakersfield College campus during the summer to verify space and usage of facilities. Facility space is divided into Outside Gross Square Footage and Assignable Square Footage. Assignable Square Footage excludes hallways, custodial rooms, rest rooms, and mechanical rooms, and includes classrooms, student labs, gyms, conference rooms, and the stadium. This information is reported to the state California Community College Chancellor's Office using Facilities Utilization Space Inventory Options Net. This is a database containing all space inventory data for state community colleges as well as a report on their current condition. The Facilities Condition Index or condition of facilities is evaluated once every three years with assistance from the Foundation for California Community College, and this is also reported to the chancellor's office in the FUSION database. The State of California contracted with a company, 3Di, in 2003 to provide the services for the entire state community College system to create Facilities Condition Assessment (FCA) for every campus. The assessment compares the cost to repair facilities to the cost of replacing facilities. The condition of Bakersfield College's facilities was last evaluated in April, 2009, and will be re-evaluated in April, 2012. Bakersfield College and District utilize this information to develop their deferred maintenance project priorities (III.B.87, III.B.88, III.B.89).

The Facilities Master Plan evaluates how facilities will be used to meet Bakersfield College students' needs. If a new facility or renovation of an existing facility may qualify for state funding, an architect works with faculty and staff to create an Initial Program Proposal. This Initial Program Proposal is reviewed at the state level, and this project is given points based on Bakersfield College's usage of facilities and match commitments. Construction proposals from across the state are ranked based on these points which determine a projects placement in a queue of state projects. If a project is approved, a Final Program Proposal is put together by the architect working with faculty and staff which is then reviewed at the state level.

On November 5, 2002, voters in the Kern Community College District Safety, Repair, and Improvement District approved the Kern Community College Safety, Repair and Improvement District Measure G \$180 million dollar bond program which authorized the issue of bonds to finance the improvement, renovation, construction, equipping, and acquisition of the buildings and classrooms of Bakersfield, Cerro Coso, and Porterville colleges of the Kern Community College District. Money from these bonds has been used to match state funding and to pay for deferred maintenance and other projects. Projects funded by the Safety, Repair and Improvement District include the Women's Softball Field/Men's Baseball Field Modernization, Applied Science and Technology modernization, Planetarium Modernization, renovation and expansion of the Delano Education Center, and site acquisition for two future centers in South and Northwest Bakersfield Funds have also been used for numerous campus deferred maintenance projects (III.B.87, III.B.90).

Self Evaluation

Bakersfield College meets this standard.



Bakersfield College uses an effective bottom-up planning process where institutional needs originate from the academic and administrative departments. The individual departments' Annual Program Review data is aggregated and filtered through a traditional inverted tree (hierarchical) organizational structure. While no system can easily stop an individual department head from altering or removing a subordinate department's departmentally defined needs, Bakersfield College's committee structures and decision making process offer a level of auditing and peer review that helps to avoid this problem (III.B.91).

Actionable Improvement Plans

None

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Bakersfield College's capital project plans support institutional improvement goals and reflect the total cost of ownership. Capital project plans originate from individual department Annual Program Reviews. The Annual Program Reviews are combined into Educational Master Plan and then into the Facilities Master Plan. Once a request for resources is tied back to institutional goals, if approved by campus administration, the Kern Community College District Facilities Group will complete an Initial Program Proposal and if the state approves the project a Final Project Proposal is integrated with the Kern Community College District's five-year construction plan and the California Community College's Five-Year Capital Outlay plan (III.B.3, III.B.92, III.B.93).

As Bakersfield College grows and adjusts to changing community needs, those requirements are reflected in any affected department's Annual Program Review. Bakersfield College president and the Facilities Planning Subcommittee evaluate new construction requests. Regardless of the size of the project, the Annual Program Review is the tool in which Bakersfield College links both short and long range goals to facilities planning. Bakersfield College takes an integrated, multi-departmental approach to long range planning which is influenced by eventual facility users, Bakersfield College president, District support personnel, and facilities management (III.B.94, III.B.95).

The following scenario is an example of the benefits derived by the integrated, multi-departmental review approach. The Athletic Department requests a facilities upgrade to the gymnasium to make it more code compliant with intercollegiate rules and regulations. The department would compete for limited funds with other campus departments' proposals. Data gathered by the Kern Community College District, and Bakersfield College's facilities management group, determines that an added benefit to the requested Gym facilities upgrade would be a 60 percent reduction in energy consumption used by the Gym. This detail would help decision makers prioritize the Athletic Department's request over another department's requests because the savings realized from the reduction in energy costs would then help to fund other mission priorities (III.B.94, III.B.95).

These elements are common factors that define the "total cost of ownership" Bakersfield College uses when making decisions about facilities and equipment: service agreements, warranties, product or vendor reputation, the initial cost of goods or services, finance



terms, the product's complexity (for purposes of training), and variable operating costs such as utilities and routine maintenance. The total cost of ownership must be calculated to take into effect both the internal and external factors that will impact expenditures during, and after, a facilities upgrade or a new construction project. The Facilities Management Group and the Business Office Personnel review these factors in making their decisions (III.B.94, III.B.95).

Capital projects support College goals because they originate from the Annual Program Reviews. The process of aggregating the Annual Program Reviews identifies the need for new or enhanced facilities. Annual Program Reviews are linked to Bakersfield College mission and strategic initiatives. If they are not, they are not considered because each step along the approval process reviews and verifies that requests are related back to the formal decision making process that was established by Bakersfield College (III.B.3, III.B.96, III.B.91).

Self Evaluation

Bakersfield College meets this standard.

The long range capital plans for any large institution must change over time to adapt to the fluctuating needs of the institution and Bakersfield College is no exception. Bakersfield College maintains a prioritized scheduled maintenance list and Bakersfield College president and the Facilities Planning Subcommittee review this list and adjust goals to adapt to environmental changes, both internal and external. These adjustments occur after input from campus constituents is received. This dynamic process helps Bakersfield College achieve its goals and is necessary (III.B.31, III.B.34).

Actionable Improvement Plans

None

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Proof that Bakersfield College's physical resource planning is integrated with institutional planning begins with the request for additional or enhanced resources by campus departments through their Annual Program Review. These requests go through a fairly lengthy series of steps previously outlined in this self-evaluation. In short, Annual Program Reviews are evaluated and scrutinized through several levels of constituent groups and management. Upon approval they will be combined into the campus Educational Master Plan, the primary document outlining the institutional planning at Bakersfield College. From there they are integrated with the Facilities Master Plan. Through this entire process decision making guidelines are adhered to which have been developed by representatives from staff, faculty, and administration (III.B.2, III.B.3, III.B.4, III.B.5, III.B.6, III.B.91).

The day-to-day management of physical resources also impacts both short and long-term institutional planning. Neglect of small maintenance items can lead to larger, unplanned expenses. This can create a cascading effect whereby the increased financial



burden to repair these items reduces the funds available for larger, and planned, facilities additions and upgrades.

Bakersfield College systematically assesses the effective use of physical resources by completing surveys like the Space Inventory. It also receives feedback in the form of the Annual Program Reviews where programs and departments highlight how effectively their needs are being met by existing resources. Departments are routinely solicited for an itemization of needed facility repairs and improvements (III.B.35, III.B.97).

Prior to 2011, facilities needs were documented in the body of the unit plan and were sometimes difficult to determine. Now, a new and separate form accompanies the Annual Program Review. This form is provided to Maintenance and Operations in addition to being used in the development of the Facilities Master Plan. As part of the process of developing the Facilities Master Plan, a number of documents provide information as part of the planning process (III.B.98, III.B.7).

Instructional equipment needs are included in the Annual Program Review. Similar to facility requests, instructional equipment requests had been documented in the body of the unit plan and were also difficult to determine. Similar to the facilities form, a new and separate form now accompanies the Annual Program Review for instruction equipment requests. This form is completed by each program and is considered in the Instructional Services Information Technology Committee Meetings. While the new form is more inclusive, it may not be an improvement because very few were completed. The Information Systems and Instructional Technology Committee has sent a request to the Program Review Committee to look again at the process to improve the rate of return (III.B.99, III.B.100).

Bakersfield College prioritizes instructional equipment needs when making purchase decisions by evaluating the answers to these questions:

- Is this a replacement for a missing or stolen device?
- Is this a replacement for a device older than four years?
- Is there a funding source?
- Does the equipment meet standards?
- Does the equipment serve more than 500 students per semester?
- Does the equipment need significant support?
- Does the equipment directly affect instruction?
- Does the equipment require additional equipment or resources?
- Has this form been submitted on time?
- What is the alignment with College goal or Program student learning outcomes? (III.B.99)

The initial physical resource needs of a department or program are determined by each department and respective dean. As Bakersfield College reviews requests, Maintenance and Operations may be brought in to work with IT staff to help analyze the scope of the project and determine whether the request will require facility modifications. If their needs require a facility change, the Kern Community College District Facilities Management Group is brought in to help provide additional support and assist with timelines and cost estimates. If the program's needs are equipment related, the Kern Community College District Facilities Management group works with Maintenance and Operations to determine if there are any special requirements such as additional power, natural gas, ventilation, or water. Maintenance and Operations will also determine if



the equipment will fit in the space designated by the program and that the equipment can be installed and used safely. Additionally, Maintenance and Operations will verify access to the equipment based on federal and state Americans with Disabilities Act requirements per the ADAAG and the Cal-DAG. Maintenance and Operations will install the equipment and make all connections necessary if possible. There are a number of reasons why Maintenance and Operations may not be able to do the work, such as the project may require more resources than Maintenance and Operations has available, or special certifications may be required to perform the work. If an outside contractor is needed, Maintenance and Operations will work with the instructional program to determine how to proceed (III.B.36, III.B.48).

Maintenance and Operations prioritizes instructional and facility equipment needs based on:

- Need: If a piece of equipment has failed and the failure may affect health and safety of occupants or if the failure causes an instructional interruption.
- Age and efficiency of equipment: Much of the Maintenance and Operations equipment is more than 50 years old and Bakersfield College is slowly attempting to replace the equipment, depending on available funds.
- Perceived benefit: Energy efficiency and energy savings rebates drive some projects such as the Photovoltaic field that was installed in 2010.
- Regulatory changes: Americans with Disabilities Act requirements, new fire or building codes (III.B.101).

Bakersfield College and the Kern Community College District Facilities Management Group are beginning to look at the total cost of ownership when contemplating new building equipment purchases. Previously, the least expensive equipment was routinely purchased while not considering long-term operating expenses. The Kern Community College District is also moving toward equipment and system standards so that spare parts inventory can be reduced.

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



Standard III.B. Evidence

- III.B.1 STEM Grant award 04-08-10
- III.B.2 EMP 2010-11 I. Educational Master Plan Roadmap
- III.B.3 EMP 2010-11 II. Unit Plans - Trends Data
- III.B.4 EMP 2010-11 III. Assessment Summary
- III.B.5 EMP 2010-11 IV. EMP Appendix
- III.B.6 2004 BC Resource & Facilities Master Plan
- III.B.7 Required Resources KERNCCD
- III.B.8 CCCC Facilities Planning Manual Part D, Chapter 8
- III.B.9 Maintenance and Operations Manager Job Description
- III.B.10 Bakersfield College 2010-11 Governance and Committees Matrix
- III.B.11 Building Facility Manager (KCCD) Job Description
- III.B.12 Executive Director of Administrative Services Email dated October 29, 2009 Sub - Delno Facilities Support
- III.B.13 Director, Delano Center Campus Job Description
- III.B.14 Site Operations Coordinator I Job Description
- III.B.15 Bakersfield College Organizational Chart
- III.B.16 Director, Public Safety Training and Campus Security Job Description
- III.B.17 CALIFORNIA PENAL CODE Table of Contents
- III.B.18 CALIFORNIA VEHICLE CODE Table of Contents
- III.B.19 Sergeant of Security Job Description
- III.B.20 Public Safety Officer I Job Description
- III.B.21 Bakersfield College Administration 2010-2011 Leadership Plan (Excerpt from the Education Master Plan)
- III.B.22 Maintenance and Operations Annual Unit Plan
- III.B.23 SchoolDude MaintenanceDirectManualv11
- III.B.24 SchoolDude PMDDirectManualv20
- III.B.25 Media Services 2010-2011 Annual Unit Plan
- III.B.26 Media Services Coordinator Job Description
- III.B.27 Media Services Coordinator Email dated March 24, 2011 Subj - Notes from Delano Meeting 032211
- III.B.28 Media Services Coordinator Email dated August 12, 2009 Subj- Delano - Media Services Updates
- III.B.29 CCCC Facilities Planning Manual table of Contents
- III.B.30 Room Utilization Information fall 2007
- III.B.31 Facilities Planning Construction Status 2009 thru 2012
- III.B.32 CCCC Facilities Planning Manual Part D, Chapter 7
- III.B.33 Measure G original doc 021105G
- III.B.34 Kern CCD Five Year Construction Plan 2013 2017
- III.B.35 KCCD 2011-12 Space Inventory (10-18-2011)
- III.B.36 ADAAG - Accessibility Guidelines for Buildings and Facilities
- III.B.37 Cal_OSHA Index
- III.B.38 Cal_OSHA Labor CA Codes lab_6300-6332
- III.B.39 Interview with Director of DSP&S - Angelica Gomez by Phil Whitney
10/24/2011
- III.B.40 Interview with Manager of M & O - Paula Bray by Phil Whitney
11/2/2011
- III.B.41 Phone conversation with District Safety Coordinator - Sheila Shearer by



	Phil Whitney on 11/1/2011
III.B.42	Interview with Director of the Delano Center - Rich McCrow by Phil Whitney on 10/26/2011
III.B.43	Interview with Sergeant Chris Counts by Phil Whitney 10/17/2011
III.B.44	Offsite Campus Security Requirements
III.B.45	Interview with Sergeant Chris Counts by Phil Whitney on 10/24/2011
III.B.46	Bakersfield College - Online Work Order Request Form
III.B.47	Email from Angelica Gomez - Example ADA Reactive
III.B.48	CalDAG 2011
III.B.49	Supportive Services Cart Route System
III.B.50	BC Supportive Services Accommodation Courtesy Cart
III.B.52	Access - ProgramBCChairliftElevatorRepairReplacement20110120
III.B.53	Access - ProgramBCFinlinsonADADoorHardware20100112
III.B.54	Access - ProgramBCNEParkingLotADAUpgrade20101116
III.B.55	Fire Dept inspection reports
III.B.56	Fire system inspection Oct2010 part 1
III.B.57	Fire system inspection Oct2010 part 2
III.B.58	Fire system inspection Oct2010 part 3
III.B.59	Fire Extinguishers Inspection Report
III.B.60	District Safety Coordinator
III.B.61	Fire Drill fall 2011 Revised 9-26-11
III.B.62	Calendar of custodian mtgs and training
III.B.63	PEB_FW first aid directory Safety Committee
III.B.64	Thank you for your help with the First Aid Kits
III.B.65	Call for First Aid Kits
III.B.66	Get Ready to ShakeOut! email
III.B.67	20Oct11 Incident Command Center activation
III.B.68	Safety Committee Minutes 6-8-11
III.B.69	KCCD Alert
III.B.70	The Field Act - Excellence in Public Educational Facilities
III.B.71	BC Evacuation Map
III.B.72	Bakersfield College Cleary Report 2011
III.B.74	Bakersfield College Safety and Security Information Email
III.B.75	Security - ProgramBCEMSReplacement20100606
III.B.76	Security - ProgramBCNEParkingLotSecurityCameraInstallation20101019
III.B.77	Security -
III.B.78	ProgramBCSecurityDeptMonitoringCompSystemUpgrades20101209
III.B.79	Security - ProgramDCSecuritySystemRemoteSoftware20101004
III.B.80	Custodial Services Review and Plan Nov. 2010
III.B.81	REC_10_Facilities_Repair_III.B.1.b._fall2011
III.B.82	SGA Tobacco Awareness Seminar Email
III.B.83	Survey questions for section III.B
III.B.84	Phys.Res.10182011 - Employee governance
III.B.85	Phys.Res.10182011 - Employee location
III.B.86	Phys.Res.10182011 - Employee role
III.B.87	Aggregate Survey Results for Physical Resources
III.B.88	KCCD - Measure G Facilities Bond Web Page
III.B.89	3Di FCA 01-09-03
	3Di FCA 04-03-03



- III.B.90 SRID Bond funds audit FY2009-10
- III.B.91 Decision Making Task Force Document - 16nov10
- III.B.92 KCCD 5 Year Construction Plan
- III.B.93 CCC 2012-2013 5 yr Capital Outlay Plan
- III.B.94 Interview by Brent Damron with Lamont Schiers (Executive Director of Administrative Services) on 10/21/11
- III.B.95 Verification phone interview by Brent Damron with Dr. Greg Chamberlain (BC President) on 10/10/11
- III.B.96 Bakersfield College Mission, Vision, Values
- III.B.97 Computer Studies Punch List Aug 2009
- III.B.98 ISIT Priority Workbook MO v1
- III.B.99 ISIT Priority Workbook v6
- III.B.100 ISIT-FALL 2011
- III.B.101 Bakersfield College solar - FINAL
- III.B.102 IIIB Self-study Committee Members



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary

Bakersfield College has a large investment in technology. There are more than 2,500 computers between the Bakersfield College and Delano campuses. More than 1,000 of those computers are in instructional labs across the campus. Media Services has equipment in all classrooms and schedules other equipment usage as necessary. Bakersfield College offers unique technology resources such as the Nursing department's electronic models that simulate actual patients and the robotics lab in the industrial technology department (III.C.1, III.C.2).

The Information Systems and Instructional Technology Committee prioritizes all of the technology requests on campus. The committee is a participatory governance committee and facilitates collaboration from a cross representation of campus constituents groups on technology-related issues. Representatives from both the Information Services and Media Services department participate in the Information Systems and Instructional Technology Committee meetings and act as advisors and technical consultants. The Information Systems and Instructional Technology Committee is involved in the development of the Technology Plan and the long-term strategic technology goals. The Information Systems and Instructional Technology Committee also participates in recommending specific technology-related policies and procedures. The recommendations from the Information Systems and Instructional Technology Committee are made to Bakersfield College president. The recommendations are then considered and acted upon as budget and resources are made available (III.C.3, III.C.4.a, III.C.4.c, III.C.5, III.C.6.a, III.C.6.b).

When departments have specific technology requests for new technology, those requests are made via the Annual Program Review process. As part of the Annual Program Review process, there is a form called the Information Systems and Instructional Technology Committee Technology Request filled out for technology-related requests. The form has a series of nine questions that act as a rubric for prioritizing technology requests. Based on the answers to the questions, scores are given to the answers which then help the Information Services and Media Services departments understand the priority of the requests. The Information Services and Media Services departments developed the Information Systems and Instructional Technology Committee Technology Request Form which was accepted and recommended by the Information Systems and Instructional Technology Committee. Once the recommendations are made, funding sources (either departmental, grant, or other) are found and the equipment is purchased. This process includes all academic and administrative service areas on campus and creates an overall picture of technology needs on the Bakersfield College campus (III.C.7, III.C.8, III.C.9).



In 2010, Bakersfield College implemented a new student portal using SCT's Luminis Portal. The portal allows students to login with their credentials and access technology resources without having to provide further authentication. Students taking online classes using the course management system Moodle can login to the student portal and with just a few clicks be taken directly to their online classes. The portal also provides target announcements for staff, faculty, and students. Students can register for classes, drop classes, check grades, update their personal information in Banner (student information system), and order books through the portal. Finally, the portal has support channels making it easier for staff, faculty, and students to provide feedback on the effectiveness of the portal, features of interest, and technical concerns. Bakersfield College consistently adds content and integration to other systems from within the portal (III.C.10, III.C.11).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College consistently makes efforts to improve the technology in the classroom and in instructional labs. The Information Systems and Instructional Technology Committee provides technology collaboration and insures that Bakersfield College meets the needs of the staff, faculty, and students. The Information Systems and Instructional Technology Committee facilitates an ongoing process of reviewing and tuning the Technology Request Form and Bakersfield College Technology Plan (III.C.4.a, III.C.9).

Actionable Improvement Plans

None

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The Information Services department is made up of five technicians, two network support personnel, one technical coordinator, and a web site administrator. This staff provides support for both the Bakersfield College and Delano campuses. Media Services' three full time employees facilitate the implementation of all media-related equipment including requests for setups, video production, Instructional Television broadcasts, and interactive instructional and administrative video conferencing. The staff of Bakersfield College Media Services is made up of one media services coordinator, one media specialist, and one video control room operator/electronics technician. Media Services staff covers all non-computer-related multimedia equipment at the Panorama Campus, the Weill Institute, and the Delano Campus. Bakersfield College supports the equipment provided for classes at Stockdale and Arvin high schools and supports the loaner equipment to each of those campuses (III.C.28).

Two levels of technical support are provided by the Information Services department. Level 1 technical support covers very basic troubleshooting, login issues, and typical daily problems. If a problem cannot be solved at Level 1, the problem is escalated to Level 2 which is handled by an analyst or System Administrator with more in-depth expertise of a particular area. An external company called Presidium provides Level 1



technical support for Luminis (digital portal), Banner (student information system), Moodle (course management system) and student Gmail (email). Presidium support is provided 24 hours a day, seven days a week, 365 days a year. Level 2 technical support is provided by technicians with specific expertise located at the Kern Community College District office or on the campus. Also, Level 1 support for software or hardware not supported by Presidium is provided by technicians at the Kern Community College District office or on campus. Users call a toll free number and navigate a phone tree to get to the appropriate Presidium, District office, or campus resource. Level 2 support and level 1 non-Presidium support is provided during normal business hours and occasionally outside of normal business hours.

“Instructional down” scenarios (technology problems that directly affect instruction) are the number one priority at any given time. One of the first options on the support phone tree is for “instructional down” issues and allows for a direct connection back to the campus for immediate dispatch of a support technician.

Self Evaluation

Bakersfield College meets this standard.

Communication is a key part of Information Service’s support strategy. For both employee and student communications, the Information Services department utilizes email distribution lists, a digital portal (Luminis), and an emergency alert system (phone, email and text messaging). The Information Services department also provides handouts, posted messages in the open labs, and background images on the computers that provide instructions for accessing technology. For classroom technology, Media Services posts laminated instructions that communicate how to use the equipment (III.C.12, III.C.13, III.C.14.a, III.C.14.b).

Actionable Improvement Plans

None

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Information Services handles all of the computing, networking, and server support infrastructure needs on the campus and at the remote sites. Media Services handles all of the multimedia equipment, video production, and interactive classes on the campus and at remote sites. Both departments are housed on the Panorama Campus in the Grace Van Dyke Bird Library on the lower level with immediate access to the computer commons, labs, interactive classrooms and video production studio. The Technology Learning Center is located in the Library building lower level and is adjacent to Media Services. It is run by the Bakersfield College Extended Learning Program.

Bakersfield College’s Extended Learning program utilizes two modes of delivery for courses at a distance. One mode is online and the other is interactive television via video conferencing. Bakersfield College had instructional telecourses which were broadcast; however, they were dropped because of obsolescence of the modality and increasing costs.



With the implementation of the Luminis portal, called InsideBC, Moodle has been integrated with the student information system (Banner) and is the course management standard for the Kern Community College District. The Moodle system is hosted by an outside company which provides technical support, backups, and upgrades as part of the maintenance agreement. When a student registers for an online class in Banner, his or her account is automatically created in the correlating class in Moodle. When a student is dropped from a class in Banner, the student's account is removed from the class in Moodle. Once the semester starts and the class has been made available to the student, the student logs in to Luminis and has access to all of his or her online classes without needing to provide further authentication (III.C.14.c).

Students in face-to-face classes also benefit from the implementation of Luminis. Face-to-face classes may be linked to Moodle or Course Studio. Course Studio is the Luminis implementation of a simple course management system. Instructors can provide key dates, have discussions, email the whole class, and provide links and documents via Course Studio. If an instructor feels Course Studio is not robust enough for their needs, the class can be converted to use Moodle which has many more options as an enterprise course management system (III.C.16).

At the time of the 2006 accreditation, Bakersfield College students were using Exchange email accounts hosted by the Kern Community College District office. In spring of 2009, the Kern Community College District migrated all students to a Google hosted email system. The move drastically reduced costs for supported student email and gave students access to the full suite of applications Google provides with their Google Apps., all free of charge. The email solution also integrates with the Luminis portal so that students logging into the portal can transparently be handed off to their email without providing further authentication (III.C.10).

Interactive Television/Extended Learning classes operate between Bakersfield College Panorama Campus and the Science and Technology Center campus in Delano, between Bakersfield College and Porterville College and Cerro Coso College. Interactive connections to schools and entities outside of the Kern Community College District are used for both instructional and administrative purposes. The infrastructure network is closed, meaning that no one can easily interfere with classes. When interactive classes are interrupted with equipment or network failures, backup measures are taken for the class to immediately continue. Conference telephones are located in each classroom allowing instructors to effectively communicate with one another should video not be available. Backup systems like the web-based conferencing system CCC Confer can also be utilized (III.C.20).

Bakersfield College discontinued Instructional Television as one of the modes of distance education delivery due to budget cuts and low student retention. This was unfortunate but has increased the volume of online students. Newer technologies dictate the direction technology support will take in the future. Bakersfield College is poised to take advantage of opportunities like the extended learning class which uses a variety of methods to connect people from different cultures and countries.

In a recent example, Bakersfield College began participating in an interactive seminar internationally. The seminar is part of a three year grant examining International Perspectives on Child Care. The seminar is linked via Adobe Connect with eight students in Bakersfield, eight students at California State University, Dominguez Hills, University of Modena and Reggio Emilia (Unimore) in Italy, and the University of Valencia in Spain.



This is a grant-funded seminar that will run three semesters more than three years and will provide the students with an international perspective via interactive television mode of distance delivery.

Self Evaluation

Bakersfield College meets this standard.

The first Annual Program Review where all departments and services will be using the new Information Systems and Instructional Technology Committee form as part of the review process occurred in fall 2011. Media Services, IT, and the Information Systems and Instructional Technology Committee are hoping for a more streamlined and efficient process to evaluate the technology requests on campus. The process this year was different than in the past, and as a result there were fewer requests. In the future the Information Services and Instructional Technology form will be with the Maintenance and Operations form in the Annual Program Review.

For online instruction, Bakersfield College uses Moodle as the standard course management system. Before Bakersfield College started using Moodle, there were no standards or integration with existing systems. Bakersfield College also supported two different course management systems, Moodle and Etudes. Students taking courses from two of our institutions would find an inconsistent experience in the online environment. In order to alleviate this issue and to allow us to provide effective support to online instructors and students, Bakersfield College spearheaded the process to select one like course management system across the Kern Community College District. Through discussions and pilot studies within the Instructional Technology Committee, Moodle was selected as Bakersfield College's course management system (III.C.15).

Bakersfield College is working to increase the number of faculty who fully adopt Luminis. A workshop was held during Geek Week 2011 in October that assisted faculty and staff with using the Portal more effectively (III.C.21, III.C.22).

Bakersfield College does a good job of maintaining all multimedia equipment on campus and within the interactive classroom environment thanks in part to preventative maintenance. Interactive television video conferencing classrooms are maintained on a preventative maintenance schedule of twice a year unless a major component fails. Within the Kern Community College District, all sites run on the same platform. The same classroom configuration and abilities are at each of the 12 District wide classrooms. Equipment failure rate is low. Bakersfield College maintains a backend infrastructure and completes all scheduling and bridging of these interactive environments. The Kern Community College District office is involved in the scope of work and maintenance contract process (III.C.17, III.C.18, III.C.19).

The international interactive seminar uses Adobe Connect and has been very successful. Students in this seminar will travel to both Spain and Italy in the spring 2012 semester. Despite minimal testing in advance, the instructional technology for the seminar has worked very well and costs to the institution for the seminar were low.

Actionable Improvement Plans

None



III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

Bakersfield College recognizes that technology changes almost overnight and strives to provide current and relevant training as technology is improved, added, and upgraded. One of the challenges of providing training for employees and students is providing training on a schedule that works around the already busy schedule of employees and students. In an effort to address this challenge, Bakersfield College strives to provide training in a variety of delivery methods and at a variety of times.

During the course of an academic year, many standing training opportunities are offered. At the beginning of each semester during FLEX week, Staff Development offers a series of training sessions. There are two facilities for staff training on the Bakersfield College campus. Levinson 40 was designated as the Staff Development Coordinating Council Room in 2008 by the president of Bakersfield College. The facility has technology and provides a comfortable small group atmosphere. The other facility is the Technology Learning Center located in the library. This facility is equipped with computers and other technology and is more conducive to a large group instructional setting. The person responsible for the staff development lab provides both one-on-one and group type trainings throughout the year for targeted technologies. At the end of the training sessions, an evaluation is typically handed out to assess if the training met the needs of the participants. The feedback is then used to improve, adjust, or eliminate the training (III.C.21.a, III.C.23).

Geek Week at Bakersfield College was held in the fall semester of 2011. The media services coordinator facilitates the week's activities for all staff, faculty and administrators and includes workshops, technology demonstrations and all campus camaraderie building activities like the "Dress like a Geek Competition." Technology demonstrations on new innovative technology, software applications and the Luminis portal were among those most heavily attended. Geek Week was planned to acknowledge InfoComm International's National Audio/Visual Week which was October 17-21. Planning for Geek Week 2012 began in January 2012 (III.C.21.b).

Students have the opportunity to use open labs to work with technology. Bakersfield College's open labs are staffed with other student workers who can help with basic training and navigating the systems and technologies used on campus. Additionally, there are training opportunities for students to learn about the internet and computers offered in the library (III.C.24, III.C.25).

Finally, as a strategy to keep students updated on the most recent technology changes Bakersfield College is making an effort to provide just-in-time training when Bakersfield College implements a new system or major upgrades. An example of just-in-time training is when Bakersfield College implemented the new portal system. Students directed to the portal login page are met with the login but also with a bright red button which is a link to additional training resources. There is training material in the form of both documentation and screencast videos. The videos were targeted to be very short and to the point to match the time constraints of the typical student. Most of the videos



are as short as one minute with other videos being longer as necessary. Also, the videos are captioned for the hearing impaired (III.C.26).

The Technology Learning Center is available to faculty and staff during library hours of operation. A variety of instructional self-paced computer training programs are located in the technology learning center. Individualized training and group training sessions on software applications and course management systems are also offered prior to and throughout the semester.

Self Evaluation

Bakersfield College meets this standard.

Eighty-three percent of surveyed employees gave an affirmative response to the statement "Bakersfield College provides adequate resources for training me to use technology effectively in teaching students or at my workplace." The percentage was higher (87 percent) for faculty, the primary focus of the Technology Learning Center. The percentage of affirmative response was only slightly less (79 percent) to the statement "Bakersfield College provides resources at convenient times for training me to use technology effectively in teaching students or at my workplace." Again the percentage was higher (83 percent) for faculty. Affirmative responses include those who selected "somewhat agree." The survey also showed that a majority of faculty are ready to move up from knowing how to use the tools to knowing how to use the tools effectively (III.C.27).

Media Services provides impromptu training for faculty and staff as it is requested and offers technology open forums and technology demonstrations both prior to the start of a semester and during the semester as needed. Information Services also offers training to faculty and staff as needed (III.C.21.a).

Media Services has been complimented for its extensive use of help guides in all technology enabled classrooms. The help guides are available for download for faculty on the Bakersfield College Media Services website (III.C.28).

Bakersfield College staff and faculty want to see the latest in technology and both the Media Services and Information Services departments are open and willing to investigate new opportunities to bring technology to both the classroom and to the lives of students.

Actionable Improvement Plans

None

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Bakersfield College keeps its computer labs equipment and software as up-to-date as is fiscally possible. A three-year cycle of evaluating and replacing equipment has been unofficially agreed upon and has been followed as closely as budget will allow. Office computers, with the exception of some high-end power users, can normally go longer than three years before replacement. Multimedia equipment is replaced on a three to



five year schedule on campus and upgraded following technological trends and requests. Each department is responsible for reviewing its own needs for upgrading and utilizing the Annual Program Review formal procedure for requesting replacement equipment. Bakersfield College practices a “push down” process in which displaced computers may get placed on the desk of someone with an older computer. The Information Services department in conjunction with the Information Systems and Instructional Technology Committee has established a minimum configuration for all desktops. Bakersfield College IT and Media Services have a set of established minimum standards on file for all members of the campus to review as needed (III.C.04.a, III.C.29.a, III.C.29.b, III.C.30.a, III.C.30.b).

Media Services has equipment stationed in all classrooms and schedules other equipment usage as necessary. By adding more standardized control equipment and multimedia infrastructure to the classrooms, Media Services no longer needs to complete moves of equipment in and around campus. Requests for support are scheduled more often and usually immediate calls for assistance to troubleshoot and resolve issues come to our attention. Media Services maintains an equipment inventory for all equipment on campus and at the remote sites. Updating and light preventative maintenance is performed both during the semester and at semester breaks. The information collected allows Media Services to quickly respond to any request and any service request made. Both the troubleshooting reports from the Global Viewer Enterprise and the maintenance inventory allow Media Services to determine usage trends across campus. Global View Enterprise software is manufacturer specific monitoring software that allows Bakersfield College to remotely monitor video equipment in the classroom. Media Services also provides equipment to all off campus sites such as Stockdale High School, Arvin High School, the Weill Institute, and the Delano Campus (III.C.2, III.C.14.b, III.C.31.a).

Video conference equipment is updated on an approximate five year basis unless there is a shift in technology that warrants an upgrade. Broadcast equipment is replaced as funding becomes available on all nonessential pieces. Replacement is immediate on technology such as audio-video routers and switchers and any transmission equipment. Bakersfield College is server based with playback of all programming and Bakersfield College Billboard informational slates. Media Services has also implemented an RSS server to record all programming on a scheduled basis from the interactive classrooms.

Since the last self-evaluation, Bakersfield College has installed and implemented a wireless network available to both students and employees. The coverage is about 50 percent on the Panorama Campus on average, but with 100 percent coverage in popular student gathering spots such as the library and student center. The Delano site has 100 percent wireless coverage. Students access the wireless network by authenticating using the same credentials they use to login to the Luminis portal. Employees can also access the wireless network but have a choice of two different access opportunities. The first is identical to the students’, in that the connection offered is a simple connection out to the internet. The second is a more secure option which allows for access to internal drive mappings and other internal resources. Employees also use the same credentials they use to login to the Luminis portal to access the wireless networks.

Security is always an issue in network planning and maintenance and one that is taken very seriously at Bakersfield College. The Kern Community College District office and campuses have come up with a layered security solution to prevent malware, viruses, and spam. In March 2010, in response to virus outbreak affecting the Bakersfield



College campus, a malware prevention appliance (Cisco IronPort) was installed at the entrance to the Kern Community College District network. The appliance watches all traffic and proactively monitors and blocks potential malware, virus, and hacking traffic. Additionally, the Kern Community College District firewall has been upgraded with a more updated and robust device improving our security footprint. At the desktop level, Trend Micro security software has been implemented, which reports back to a central server. The server provides information on computers that haven't been updated and may be vulnerable to attack. Finally, the Kern Community College District has implemented an anti-spam solution (Barracuda Networks) which scans all employee email for spam and reduces the junk getting through to employee mailboxes.

Bakersfield College has also moved to more ecologically friendly technologies in the data center. A project to virtualize most of the physical servers was completed in the summer of 2010. An external company evaluated the Bakersfield College server farm and provided an analysis with a Total Cost of Ownership explanation. Bakersfield College was able to consolidate more than 20 physical servers to virtual servers thus reducing the cooling and power requirements in the data center. The project was done in coordination with Pacific Gas and Electric and Bakersfield College was issued a rebate check as an incentive for moving to a more energy efficient solution (III.C.31.b, III.C.32).

Data backups are a critical part of maintaining Bakersfield College technology infrastructure. Data backups in Bakersfield College data center are done daily on all of the systems. Each day, an incremental backup is done on each system. Once a week, a full backup is completed on each system. Each month a full backup is done and is then kept available for three full months. Each week, the set of backup tapes that are two weeks old are sent to an offsite storage location, two hours away in Fresno, California. For systems housed at the Kern Community College District Office, the process is identical but instead of the monthly full back up only being kept for three months, the data is kept for a full year. The data kept at Bakersfield College level are file servers and systems specific to College operations. The data kept at the Kern Community College District Office are data for the student information system, Luminis portal, email, web server, SQL and Oracle databases, and other centralized systems (III.C.33, III.C.34).

Media Services implemented the Global Viewer Enterprise software package in the fall of 2010 to remotely monitor, troubleshoot, and control multimedia classrooms on campus. The Global View Enterprise is a software-based control system allowing Media Services to individual classrooms via desktop computer that are connected to the network and operate these classrooms as the instructor can from the desktop. This saves time and effort by assisting faculty with a small Media Services staff. Media Services is able to run equipment usage reports, report when a device is taken off the network (in the instance of theft), and has the ability to remotely turn off equipment with one command. This is a tremendous cost savings in spare projector lamps. Media Services can shut down all projectors on campus at one time with a simple command in the Global View Enterprise. Global Viewer Enterprise is a product of Extron, Incorporated. Extron manufactures the control hardware Media Services uses on campus. Bakersfield College received the \$10,000 Global View Enterprise software after applying for a grant with Extron. It has been a tremendous cost savings in time and effort (III.C.31.a).

Another new technology Bakersfield College has employed is the Epson Brightlink Interactive Projector. Two projectors are in place in multidiscipline classrooms on the Panorama Campus. Bakersfield College also has a non-Brightlink short throw projector which is attached to a SmartBoard in one of the math classrooms. The Brightlink short



throw projector allows the instruction of students at a lower cost than a SmartBoard with a short throw projector. There are also other interactive tools on the market that Bakersfield College is investigating to allow faculty to be more interactive with their presentations. Short-throw projectors may continue to be the wave of future technology deployment due to their cost, ease of use, functionality, and theft prevention properties. Screens are no longer needed with a short throw projector (III.C.35).

Allied Health utilizes an extensive simulation laboratory both on the Panorama Campus and at the Weill Institute. Students are able to simulate a real life patient experience without having a living breathing person. They are able to get real time statistics and diagnostics that were not possible before. Students are allowed to administer medications, take vital signs and work on a patient in the simulation environment before ever setting foot in a real medical environment. This allows the faculty and students to have a debriefing session and understand how applications in real world practice are critical.

Bakersfield College has begun using interactive response systems – iClickers and other types of student response systems. Several instructional departments use this technology and have incorporated it into their normal class syllabi. Students purchase the clickers when they purchase textbooks at the beginning of the semester.

Self Evaluation

Bakersfield College meets this standard.

Information Services gives priority to computer labs when upgrading computer equipment and establishes minimum hardware and software levels across campus. These levels are controlled by the needs of the departments as expressed by their department chairs and deans. This process works well within the confines of funding constraints. Bakersfield College was able to provide 11 labs with new machines in the 2010–2011 fiscal year. The upgrades accounted for about 350 machines which is about a third of the lab machines on campus (III.C.1, III.C.29.a).

All networking hardware for Bakersfield College is under a service maintenance contract. The replacement of this equipment is also part of the Educational Master Plan. The interactive classroom equipment is on an extensive maintenance contract under the Kern Community College District umbrella.

Bakersfield College keeps a supply of replacement parts available and is a member of the vendor's self-maintainer plan so that parts and assistance can be obtained more quickly online. Media Services keeps an inventory of essential parts needed for various pieces of equipment. Cables, connectors, essential electrical parts, and plugs are kept on inventory. Installation equipment is also kept on hand in the event a new piece of equipment is needed. A bulb inventory is also kept on hand for immediate backup and replacement on classroom equipment across campus. Back up equipment is comprised of used equipment that has been replaced on campus. In the event of a theft of a projector, Media Services replaces the projector with older technology until a replacement for the stolen equipment can be purchased. The only pieces of equipment that are kept in stock in large supply are DVDs and VCRs due to their cost and life cycle (III.C.4.a).

The Global Viewer Enterprise software has been a tremendous asset to Media Services' daily operation. Man hours are saved by being able to remotely access a control system



while the instructor is there—saving both class time and technician time troubleshooting the equipment. Often when there is a problem, much of the class time lost is waiting for a technician to arrive. If the technician knows what he or she is facing before getting onsite—the quicker the response and resolution time is. Media Services will continue to add more infrastructure to this system and will eventually have all technology enabled classrooms remotely monitored.

The Information Services department updates classroom computer technology on a three to five year replacement cycle as funding is available. A 2011 survey of faculty asked the question, “In my classroom, the equipment, software, and network connections used to support teaching are adequate and well maintained.” Of the full-time faculty that had an opinion, 68.8 percent either strongly agreed, agreed, or somewhat agreed. Of the adjunct faculty that had an opinion, 90 percent either strongly agreed, agreed, or somewhat agreed. Although almost 70 percent of full-time faculty agreed, there is some concern and further research is needed to understand why more than 30 percent of full-time faculty do not agree.

In spring 2012, Information Services conducted a follow up condensed survey. The survey allowed for more feedback to the original questions and was sent to all adjunct and full-time faculty. From the faculty that responded to the follow-up survey, 47.7 percent either strongly agreed or agreed. Further analysis was conducted of the responses to understand why the remaining 52.3 percent did not agree. Analysis of the responses indicated there were several factors contributing to the dissatisfaction. In many cases, the classrooms had technology but the preference was for newer technology. In other cases, there wasn’t any technology and the faculty wanted technology installed. Both of these situations are because of budget limitation and the technology is updated or expanded as budget permits. There were some areas identified where improvement could be made in training of how to troubleshoot when the technology doesn’t work and communication between faculty and on campus technical support when new technology is brought into the classroom for the first time.

Additionally, Bakersfield College set up seven focus groups to further understand the dissatisfaction. The focus groups were held in various locations around the campus, but only two meetings had attendees. No faculty showed up for the remaining five focus groups. Of the little feedback we received during these sessions, the theme was the same and the limitation is the budget.

Bakersfield College has a significant investment in technology. There are more than 2,500 computers on campus and to replace those computers on a five-year cycle would require about \$500,000 per year. That is just the hardware cost and does not include the cost of human resource to upgrade the equipment. Currently, around 1,200 computers are in labs. Bakersfield College budgets for replacement of about 250 computers a year, but often that money gets cut from the general budget. Bakersfield College has been able to keep the labs updated on about a five-year cycle only because when funds become available, the money is often used to upgrade the technology. There has also been a significant increase in the use of projector technology on the campus but no significant increase to the Media Services budget for repair or replacement. In the event that a projector or LCD TV is stolen from a classroom, Media Services provides a replacement. In order to keep current with technology trends and the requests of faculty, significant budgetary increases need to be implemented.



Bakersfield College will work to improve communication with department chairpersons to more adequately manage faculty expectations where technology is provided for the classroom. Staff in both Media Services and Information Services will increase the availability of adjunct faculty classroom support after hours by flexing staff work schedules to accommodate training. Bakersfield College will continue to assist faculty and staff with developing their instructional technology methods and encourage innovation with classroom technology (III.C.4.b, III.C.4.d, III.C.4.e).

While computer labs are adequately updated, the accreditation survey shows that there is a need to improve the capabilities of office desktop machines in faculty offices and instructional computers in classrooms that are not computer labs. Bakersfield College is aware of this need but budget constraints limit upgrades. Because of Information Service's priority of upgrading computer labs, many of the faculty do their creative work and curriculum research on home computers. Faculty would prefer to do their creative work and curriculum research on their home computer over going to the Technology Learning Center. Information Services surveyed all faculty and adjunct faculty in the fall of 2011 asking the question, "In my office, the equipment, software, and network connections used to support teaching and office work are adequate and well maintained." Of those who had an opinion, 77.2 percent of full-time faculty either strongly agreed, agreed or somewhat agreed with this statement. Of adjunct faculty, 88.7 percent either strongly agreed, agreed, or somewhat agreed with this statement (III.C.4.b).

Actionable Improvement Plans

None

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

Media Services and Information Services have an annually updated technology plan for allocating technology and equipment on the Bakersfield College campus and associated off campus sites. The plan is driven by the annual program review process that is completed by each of the departments. The departments also fill out an Information Systems and Instructional Technology Committee Technology Request Form which is for all equipment. The Information Systems and Instructional Technology Committee makes a recommendation to the president of Bakersfield College based on the prioritization established by the committee, Media Services, and Information Services. There was a survey in the computer lab and the computer commons utilization that has also helped to plan for future needs technology. The Instructional Technology Committee gave a survey that also looked at what technology was needed both in the classroom and on desktops across the campus (III.C.4.a, III.C.36, III.C.37, III.C.38).

Information Services and Media Services both have online forms for work order submission. Work orders are created and acted upon in the appropriate time frame. If the impact to instruction is significant, those work orders are acted upon first. Both departments strive to maintain the integrity of the current technological infrastructure for both faculty and students (III.C.39).



The Technology Learning Center provides computers and other technology equipment for creating web content. Each faculty member has an office computer to access his or her course materials to create content; however, a great majority of those office desktops are several years old. Years ago, Bakersfield College developed a hardware replacement schedule but budget constraints have limited that to hardware upgrades in the computer labs. Faculty receive the well-used lab computers. Faculty who need faster hardware for more advanced web content creation need to use the computers in the Technology Learning Center or use their own home equipment.

Effective use of technology for online classes is addressed by an informal network of online instructors who share tips and techniques in using web-based technology. In August 2011, Moodle instructors participated in a three-day workshop where they shared innovations used in their courses with other Moodle instructors. The educational media design specialist led this workshop in the Technology Learning Center. Because of Bakersfield College's desire to give as much freedom to online instructors in how to set up their courses, the online program has developed organically without a certification process. An attempt to create a certification process for online instructors was defeated by the Academic Senate several years ago. An attempt was made to have a voluntary certification training program a few years ago but it lasted for just a couple of semesters. That program was created to improve the effectiveness of the use of online tools for meeting a course's student learning outcomes.

Retention rates are reviewed for students who are in classes taught interactively. The Allied Health Nursing classes rely on the immediate interaction with one another as they have a specific amount of hours to meet. The interactive classrooms are not full consistently each semester; however, more classes are being referred and will soon be taught using this mode of instruction.

Self Evaluation

Bakersfield College meets this standard.

Information Services and Media Services track job submissions to determine an accurate account of what types of jobs are being performed and where the most disruption to classes occurs. Faculty are directed to call the help desk to get support for basic concerns but often circumvent this process by calling a technician directly.

Bakersfield College has improved the interactive environment in the last 17 years of conducting interactive classes via video conferencing. The technology has become much easier to use for faculty and staff. Proctors are required at all sites that have an interactive class to maintain the integrity of the class.

Media Services and Information Services recently updated the Technology Master Plan and have vetted the document through the Information Systems and Instructional Technology Committee. This document looks at where Bakersfield College's past experience with technology and where Bakersfield College plans to go technologically in the near future. The director of information technology and media services coordinator will work with faculty as part of a subcommittee of the Information Systems and Instructional Technology Committee during the spring and fall 2012 semesters to look at innovative new technology for the classroom (III.C.4.a).

Actionable Improvement Plans

None



III.C.2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

In October of each year, Bakersfield College uses its Annual Program Review process (previously identified as the “Unit Plan”) to document the current status of each department. The Annual Program Review is submitted to the executive vice president of academic affairs or associate vice president of student services depending on whether it is an instructional or student services department. Part of the process is to document the technology needs for the department. In the 2009–2010 academic year, the Unit Plan was modified by developing a separate document titled the Information Systems and Instructional Technology Committee Needs Form which allowed the institution to isolate and categorize all technology needs and requests. Prior to the addition of the Information Systems and Instructional Technology Committee Needs Form, all technology needs were identified within the “Unit Plan” itself, in the section addressing staffing needs and facility needs (III.C.6.c, III.C.7, III.C.8).

The Information Systems and Instructional Technology Committee Needs Form was submitted to Institutional Research Department where it was put into a public folder. The forms were then disseminated to both Information Services and Media Services. Once the requests had been reviewed, a recommendation was made to the Information Systems and Instructional Technology Committee who voted to send the recommendation forward to the president of Bakersfield College. The Information Systems and Instructional Technology Committee Technology Request Form identifies the Institution’s technology needs which are linked to College Goals and student learning outcomes.

In 2011–2012, the Information Systems and Instructional Technology Committee Needs Form was revised and redesigned and became the Information Systems and Instructional Technology Committee Technology Request Form. The new form prepopulates several fields based on user input to decrease the time it takes to fill out the form. The revised form also added nine questions with associated point values to help determine the priority of the technology request. Although the form is improved, it will continue to be refined and adjusted to meet the needs of Bakersfield College.

Self Evaluation

Bakersfield College meets this standard.

The Information Systems and Instructional Technology Committee Technology Request Form is a standalone document from the Annual Program Review for prioritization and decision making on all campus technology. Prior to the 2011–2012 version of the form, there was difficulty in determining the priority of requests, understanding all the components to a request, and determining the scope of a request. The process this year was different than in the past, and as a result there were fewer requests. In the future the Information Systems and Instructional Technology Committee form will be with the Maintenance and Operations form in the Annual Program Review.



The improved form requires departments to identify needs separately by category. Categories include desktop computer, laptop computer, software/licenses, projectors, etc. Prior to the revision, additional pertinent information had to be solicited from the various departments. Through the use of nine questions, the current version does a better job of establishing the priority of the technology request.

Additionally, there is now a “Notes/Justification” section the department uses to further identify the requirements of their request. The “Notes/Justification” can be used to address items such as department financial changes, facilities requirements or legally mandated requirements. The revision of the Technology Request Form document provides departments a better opportunity to not only identify their needs and link to College goals/student learning outcomes/administrative unit outcomes, but also to answer some questions to better assist the Information Systems and Instructional Technology Committee in the prioritization and recommendations for technology support (III.C.6.b, III.C.7, III.C.8, III.C.40).

Actionable Improvement Plans

None



Standard III.C. Evidence

- III.C.1 Lab Computers Age as of 4_14_2011.pdf
- III.C.2 Media Services Inventory October 2011.pdf
- III.C.3 ISIT Goals for 2011-2012a.pdf
- III.C.4.a 2011-2012 Technology Plan V1.3.pdf
- III.C.4.b Survey Results – October 2011 by Role.pdf
- III.C.4.c ISIT Committee Charge.pdf
- III.C.4.d Follow Up Survey Results.pdf
- III.C.4.e Focus Group Summary.pdf
- III.C.5 ISIT Purchasing Procedure.pdf
- III.C.6.a ISIT Minutes 100311.pdf
- III.C.6.b ISIT AV Equipment Plans 2010-2011 Spreadsheet.pdf
- III.C.6.c ISIT Needs Form.pdf
- III.C.7 APR Instructional Form Template.pdf
- III.C.8 APR Services Form Template.pdf
- III.C.9 ISIT Technology Request Form 2011 v6.pdf
- III.C.10 General Portal Screenshot.pdf
- III.C.11 Portal Support Channel.pdf
- III.C.12 Student Distribution Lists Screenshot.pdf
- III.C.13 Background Image Computer Labs.pdf
- III.C.14.a Fine Arts Carts Help Guide 2011.pdf
- III.C.14.b CLIPS MS Survey Results 2008.pdf
- III.C.14.c Portal Link to Moodle screenshot.pdf
- III.C.15 2009 December Minutes ITC.pdf
- III.C.16 Course Studio.pdf
- III.C.17 KCCD Maint Polycom Class Stations 2008-2011.pdf
- III.C.18 Polycom CMA Scheduler.pdf
- III.C.19 Spring 2012 Class Grid BC.pdf
- III.C.20 CCC Confer Screenshot.pdf
- III.C.21.a Staff Development Workshop Screenshot.pdf
- III.C.21.b Geek Week Flier.pdf
- III.C.22 Geek Week Wrap Up.pdf
- III.C.23 Staff Development Workshop Survey.pdf
- III.C.24 Workshop Debriefing Spring 2010.pdf
- III.C.25 Workshop Debriefing Spring 2011.pdf
- III.C.26 Portal Training Resources Screenshot.pdf
- III.C.27 Survey Results – October 2011.pdf
- III.C.28 Media Services Website.pdf
- III.C.29.a Information and Media Services Standards Oct2011.pdf
- III.C.29.b MSIS Standards Policy Procedure Nov 2009.pdf
- III.C.30.a Age of computers as of 11_18_2010 revisited.pdf
- III.C.30.b Computer Usage Analysis 2010.pdf
- III.C.31.a Global Viewer Enterprise.pdf
- III.C.31.b KCCD Bakersfield College Virtualization Assessment Report
- III.C.32 PGE-Certification Bakersfield 2K0915985.pdf
- III.C.33 District Office Tape Backup Policy.pdf
- III.C.34 BC Tape Backup Policy.pdf
- III.C.35 Epson Brightlink Projector.pdf
- III.C.36 Computer Commons Survey Spring 2008.pdf
- III.C.37 Tech Survey 2009 for ITC.pdf
- III.C.38 ITC Survey Responses 2009.pdf



III.C.39

III.C.40

Media Services Work Request 2011.pdf

Unit Plan ISIT Request.pdf



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary

State-apportioned financial resources are allocated to Bakersfield College through the Kern Community College District Board of Trustees tentative and adopted budget procedures. Additional funding comes from grants, Federal, State, and Categorical (financial support from state and federal governments that is targeted for particular categories of students, special programs, or special purposes) funding sources.

Bakersfield College president is responsible for Bakersfield College budget with the support of the executive team (vice presidents and executive director of administration services), Bakersfield College's College Council, and the Budget Committee. Bakersfield College follows a budget development calendar which has been developed in the last two years to systematically plan for the upcoming year's fiscal needs. Bakersfield College president makes final decisions based on the recommendations and discussions of both groups for Bakersfield College's financial planning (III.D.1, III.D.2, III.D.3, III.D.4, III.D.5, III.D.6, III.D.7.a, III.D.8).

Annual Program Reviews allow financial resources to be prioritized.

Self Evaluation

Bakersfield College meets this standard.

Financial resources are limited but sufficient to support student learning programs and services and to improve institutional effectiveness. However, it could be argued that some funding sources for specific student services and administrative processes are less than adequate to fully support their programs and functions. The overall budget for Bakersfield College for the 2011–2012 fiscal year is \$70.8 million for unrestricted funds and \$7.9 million for categorical, grant, or restricted funds (III.D.9).

Bakersfield College has sufficient revenues to support educational improvements. However, in recent years there have been reductions to state allocations which have resulted in the reductions of sections or classes offered, thus reducing the number of students to whom Bakersfield College can offer instructional opportunities. In the 2010–2011 fiscal year, there was a decrease in state-allocated funding of approximately \$2.2 million from the 2009–2010 fiscal year. Despite this decrease in state-allocated funding, Bakersfield College has been able to maintain its learning programs and services and improve institutional effectiveness. This is in part due to Bakersfield College using its carryover or reserves over the past two years. In 2010–2011 Bakersfield College used



\$2.2 million to balance its budget, and in 2011–2012 Bakersfield College used \$3.5 million. Categorical programs have also been able to improve institutional effectiveness by capitalizing on grants for programs such as the Nursing Program. Further examples of such improvements through restricted state funding sources like Basic Skills and other programs include enhancements to the Student Success Lab, the addition of the Writing Center and Language Lab, and improvements to career training programs. However, other programs have had to make drastic reductions up to 64 percent to services provided over the past two years such as Matriculation. The Disabled Students Programs and Services have had to make reductions of more than 30 percent. (III.D.10.a, III.D.10.b, III.D.9, III.D.11, III.D.12, III.D.13).

Actionable Improvement Plans

None

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

Descriptive Summary

Both the Budget Decision Making Criteria and the Annual Program Review incorporate the mission and goals as part of the budget planning process at Bakersfield College. The Kern Community College District resource allocation procedure and Bakersfield College's budget planning process ensure the realization of Bakersfield College's mission and goals. The Program Review process that each College department must complete ascertains needs for expansion, maintenance, and/or reductions that are directly aligned to Bakersfield College's missions and goals. An example of an administrative services department such as the Graphics Center also can tie its expenses to criteria that directly affect or improve student success by the support to faculty and department staff in accomplishing each of their missions (III.D.14, III.D.15, III.D.16, III.D.17).

Each department is responsible for creating an Annual Program Review. Annual Program Reviews from every department are gathered into one large report that makes up the Educational Master Plan. Bakersfield College president then reviews the Educational Master Plan and sends it to the Budget Committee. The Budget Committee reviews the Educational Master Plan to ensure that each program has followed the established budget decision criteria for justifying program expenses and as proposed by the planning agendas. The Educational Master Plan is then passed on to Bakersfield College's College Council for further review and recommendations before it is sent back to the president for final decisions (III.D.18, III.D.19, III.D.20, III.D.21, III.D.22, III.D.23, III.D.24, III.D.25, III.D.26).

Annual Program Reviews were also known as Unit Plans prior to 2010.

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College's participatory governance structure promotes the need for planning before budgetary requests are made. Each department presents an Annual Program Review of its program or area to the Program Review Committee which, in turn, reads, assesses, and compiles a summary response of basic trends, strengths, weaknesses, opportunities, and recommendations which is then forwarded to the Senate President, Bakersfield College President, and Bakersfield College's College



Council. This process informs constituents of their need for resources requiring fiscal support. Through the annual program review process, departments must list, prioritize and justify their expenses based on the linkages to Bakersfield College's mission and goals as well as linkages with California Community College Chancellor's Office core mission of transfer, Career and Technical Education, and basic skills. This budgetary planning process including the documentation requirements is adequate for identifying each department's financial needs (III.D.27, III.D.28, III.D.29, III.D.30, III.D.31, III.D.32, III.D.33).

Actionable Improvement Plans

None

III.D.1.a. *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary

Financial planning supports institutional planning through each fiscal year and is integrated throughout Bakersfield College structure and the decision-making process. During the spring semester of each academic year Bakersfield College reviews its mission and determines its goals for the next year, as found in College Council agendas and minutes over several meetings. These goals, along with budget decision making criteria developed by the Budget Committee, are used to help departments to review, assess, and prioritize their budgeting needs during annual program reviews for both instructional and administrative services. At the end of the fall semester, department heads and managers complete budget worksheets that require budgeting requests be linked to Bakersfield College's mission and goals (III.D.34, III.D.35, III.D.36, III.D.37, III.D.38, III.D.39, III.D.40, III.D.41, III.D.42, III.D.43, III.D.44, III.D.45, III.D.46, III.D.47, III.D.48, III.D.49, III.D.50, III.D.51.a).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College uses information from Annual Program Review and budget worksheets to develop a budget that supports institutional plans and goals. Evidence of this can be seen in the Educational Master Plan where department Annual Program Reviews are compiled and each department describes how the past year's resource allocation was sufficient or insufficient to meet the unit goals (III.D.19, III.D.20).

In November and December, the new budget for the following year is created as each department fills out the budget worksheet and submits it to its dean or manager. Once the budgets are reviewed and approved, they are forwarded to the executive director of administrative services to be compiled into a single document showing all expenses for Bakersfield College. By June the budget is balanced and prepared to be presented to the Board of Trustees as Bakersfield College's new tentative budget. Due to the current State budgetary conditions, Bakersfield College is making exceptional efforts to show transparency in the budgetary process. There have been nine public forums in order to discuss the budget situation, and people were encouraged to submit suggestions anonymously in public folders on Microsoft Outlook (III.D.14, III.D.04, III.D.52, III.D.53).

Actionable Improvement Plans

None



III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Individuals involved in institutional planning receive accurate information about available funds through monthly financial reports that are emailed to each budget manager for their areas of budget responsibility. These reports are specifically targeted to certain levels of approvers. Level 3 is for faculty chairs and managers who have clearance to approve \$250 or less. Level 4 is for instructional deans, program directors and other managers with clearance for purchases of \$5,000 or less. Level 5 is for vice president or presidential level clearance for purchases above \$5,000. These reports give budget managers the current available balance of each of their funds so they are kept apprised of the year to date financial activity of their departments. These reports allow higher management see what each of the departments is doing and to review or see if the funds are being spent in the correct manner. Some funds are spent at the beginning or end of each fiscal year such as service contracts or software purchases. Most purchases, however, are made throughout the fiscal year and must be monitored by each budget manager, and Bakersfield College's executive director of administrative services to make sure budgets are not over spent. Each report gives a percentage of the moneys spent per budgeted dollar amount so it is easy to detect if an account is over or under spent at any given month. These reports also make it easier to hold budget managers accountable for their areas of responsibility (III.D.54, III.D.55).

The institution establishes funding priorities that assist the institution in achieving its goals and focus on student learning through the Budget Formulation Worksheet Template. This worksheet is a multiple tabbed Excel form that requires a budget manager and his or her staff to populate the form with dollar amounts requested or needed for the new year's curriculum. This process creates individual budgets, which in turn are collected and placed into a large single budget form in preparation for the president's review of the new year's tentative budget. Bakersfield College requires each budget manager to submit a first draft of the new year's fiscal budgets at the end of the fall semester or at the end of each calendar year. All budget managers utilize this worksheet for yearly fiscal planning within each department for which they have responsibility. The worksheet includes Bakersfield College's core mission and strategic initiatives; it requires budgeting to be tied to the campus and state core missions. At the beginning of every new fiscal year, these budget managers are tasked with the oversight of the dollars allocated to each of their departments. Budget managers receive monthly statements as to the most recent activity and also have access to annual reports to track long term activity in each of their areas of responsibility. For example, one can look at the entire campus general unrestricted fund or for a specific department or fund like Disabled Student Programs and Services (III.D.16, III.D.54, III.D.55, III.D.57, III.D.56).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College staff is given access to the financial operating system. All budget managers are given clearance and training on how to navigate the Banner software program. Office personnel or support staff is also given training (III.D.58, III.D.59, III.D.60).



Actionable Improvement Plans

None

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- III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**
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Descriptive Summary

Bakersfield College uses a master worksheet for short-term fiscal planning and priorities for the upcoming new year, in an Excel document. All budgets are included, and they are separated by tabs across the bottom which represent each department or organization. The worksheet includes areas to document justifications for budget requirements and how they are aligned to Bakersfield College's mission. Each budget manager fills out these forms in order of priority to identify the fiscal needs of each of the departments (III.D.16).

District wide priorities are budgeted by incorporating payments for all future liabilities and obligations. The Kern Community College District has issued Other Post-Employment Benefits bonds to manage cash flow of future retiree health benefit obligations as outlined in the Annual Financial Report. The Kern Community College District also holds Certificates of Participation and regularly monitors the associate debt repayment funds to ensure financial stability as reflected in Board of Trustee minutes on a quarterly basis (III.D.9, III.D.61, III.D.64, III.D.39).

Construction is also an area where long-range planning is required. The Kern Community College District has secured Measure G Bonds for future construction plans classified as Safety, Repair and Improvement District for the purpose of addressing capital outlay needs. Bakersfield College's maintenance and operations department targets construction needs to be addressed and places them on a Scheduled Maintenance list. A subcommittee meets monthly to review the Scheduled Maintenance list and to vet concerns, if any, regarding current or proposed projects planned for construction. Bakersfield College maintains this scheduled maintenance list, and there is a master list kept and distributed by the Kern Community College District facilities management group. There are other visual aids that are shared to help decision makers conceive the timing of projects as to when one finishes and when the other one will start when planning for future activity and financial obligations. (III.D.69.a, III.D.69.b) The facilities management group also maintains a five year plan for construction projects that aid Bakersfield College decision makers in looking at all aspects of long-range construction plans (III.D.70, III.D.71, III.D.72, III.D.73, III.D.74).

Self Evaluation

Bakersfield College meets this standard.

As part of the budget development process, the Kern Community College District chief financial officer develops high level long-term financial forecasts based upon the release of the Governor's budget in January (see example of 2010-2011 projection). These are typically five year projections that focus on unrestricted operations. These projections are presented publicly to the Board of Trustees in February. In addition, a report on the current funded status of the Kern Community College District's long term liabilities that are to be funded by unrestricted funds is also presented to the Board (see 2010-2011



Report). As part of the financial planning process the Kern Community College District operations budgets contain funding for all required general liability, property, and student insurance as well as all short-term and long term debt costs. The colleges and District operations are currently setting aside funding over the course of the next five years to meet long term unfunded Certificates of Participation debt, banked load, and accrued vacation liabilities.

Because of the Kern Community College District's foresight of long term economic difficulty with the state budget, a substantial reserve of approximately \$26 million has been established to ensure long-range financial obligations and financial stability (III.D.10).

Actionable Improvement Plans

None

III.D.1.d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Descriptive Summary

The financial planning process (as outlined in section III.D.1) identifies budgetary needs. The processes for financial planning and budget are recorded and made known to College constituents through department representatives that serve on College Council and the Budget Committee. Additional information can be found by visiting Bakersfield College's College Council and Budget Committee websites. In these committee meetings financial planning and budget particulars are discussed on a regular basis as they relate to student success. Each of the constituency represented goes back and reports this information to each represented group, such as Faculty, Classified, and other Departments, etc. Questions and concerns are brought back to these committees for further discussion. Additional agendas and minutes can also be found in public folders (III.D.37, III.D.38, III.D.39, III.D.40, III.D.41, III.D.42, III.D.43, III.D.44, III.D.45, III.D.46, III.D.47, III.D.48, III.D.49, III.D.75, III.D.76).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College has clearly defined guidelines and processes for financial planning. The governance structure allows all stakeholders the opportunity to participate in financial planning. Each department has a budget manager, who may be a manager, chairperson, dean, director, vice president, or president. These individuals sit on committees that deal directly with budgetary discussions that keep them informed of changes that will occur in the following year's budget cycle such as state budget reductions and the need for reduced spending. Budget discussions take place on committees such as College Council, Administrative Council, and Budget Committee that are in turn shared with constituents. Board of Trustees Meetings are open for all members of the Kern Community College District and community where budget information is shared. Current year communications from state officials are discussed



and information is shared in minutes of such meetings (III.D.48, III.D.65, III.D.66, III.D.67, III.D.68, III.D.69.a, III.D.75, III.D.76).

Actionable Improvement Plans

None

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- III.D.2.** *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*
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Descriptive Summary

Every year each department must evaluate its effectiveness through Program Review to validate the needed financial resources to run its individual programs for the up and coming year. Every year the financial planning follows a Budget Development Calendar.

The Budget Development Calendar is a living document and will change over time. As improvements and adjustments required to adapt to timelines and new processes are implemented, this document will change. During each academic year there are monthly updated budget reports that show year to date financial activity for each department. Along with these reports are Quarterly Reports prepared for the Bakersfield College president and vice presidents as to the progress or use of Bakersfield College's financial resources (III.D.4, III.D.54, III.D.55, III.D.77, III.D.78, III.D.79, III.D.80).

Self Evaluation

Bakersfield College meets this standard.

Budget Development Calendars for the Kern Community College District and Bakersfield College as well as Quarterly Reports are available to all College staff through the Kern Community College District's web site and Bakersfield College's public folders. All financial activity is tracked in Banner and readily available to all staff responsible for financial activity. Staff members can access information daily to review all financial activity that has been approved and entered into the system such as purchase orders, budget transfers, and expenditure transfers. Each department has specific individuals that have authorization to approve expenditures and maintaining controls of how budget dollars are committed and spent. This provides a checks-and-balances system for proper controls for all expenditures within the finance system. All expenses are tracked and can be reviewed, and even exported to Excel to create YTD reports for budget managers to review and stay apprised of current financial activity. As a result, this information is disseminated in a timely manner to allow for sound financial decision making (III.D.56, III.D.57).

Actionable Improvement Plans

None



III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Every year the Kern Community College District submits 311Q and 311A reports to the California Community College Chancellor's Office. These reports are a mechanism for the state chancellor's office to monitor financial activity of each of Bakersfield College Districts throughout the state. Through these reports, state level officials can review and follow up with any concerns or questions regarding fiscal compliance of the reports that are submitted. In addition to the auditor's reports and fiscal information presented in reviews of basic financial statements, annual audits of governmental agencies, including community colleges, are required to report on compliance aspects of significant state and federal programs. Historically, audit requirements for California Community Colleges have stipulated specific state compliance issues to be reviewed as part of the annual audit. These 311Q Quarterly Reports are submitted to the Board of Trustees so they are aware of any changes to the budget and are also posted on the Kern Community College District website with the quarterly reports and annual reports. There are multi-year comparisons available as well. There are also 311A Annual Reports available on the Kern Community College District website. Additionally, there are Annual Financial Reports from the independent auditing firms for each year going back to 2006. The 311A and the annual external audit are presented to the Board in October and December, respectively. These reports contain a breakdown of all funds (balance sheet and results of operations). In addition, the 311A report also includes several key compliance reports (50 Percent Law, Lottery expenditure report, Gann compliance, etc.). The external audit also includes all findings and the Kern Community College Districts response and plan for rectifying those findings. Bakersfield College's Tentative and Adopted Budgets from years past can also be found on this website. These reports show the allocation of funds from the state's unrestricted funds (GU001) and the special restricted programs such as Extended Opportunity Program and Services and Disabled Students Programs and Services funds (RPXXX), and other funds such as debt and trusts and capital outlay. The dollars associated with unrestricted funds are tied to student learning outcomes for instructional programs and administrative unit outcomes for noninstructional programs. All external audit findings are addressed immediately as reflected in the Annual Financial Reports. Examples are found in the latest audit conducted November 15, 2010. Audit findings and recommendations are addressed by the departments in question and the actions taken are included in the audit report (III.D.83.b, III.D.51.a, III.D.81, III.D.82, III.D.83, III.D.61, III.D.62, III.D.63, III.D.50, III.D.51.b).

Self Evaluation

Bakersfield College meets this standard.

The Bakersfield College audit process is consistent and thorough. Of the annual audits, there have been no material findings in the past six years. (III.D.83).



Actionable Improvement Plans

None

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is shared with budget managers at different levels throughout the year. On a monthly basis, budget activity reports are shared electronically showing managers what has been spent year to date in their respective budgets. These reports are established to show the percentage spent up to the date of the report. At a glance it gives a budget manager an indication of whether he or she is over or under spending the budget on labor, benefits, supplies, services, capital outlay, and other outgo. The report enables decision makers to make better financial decisions based on how many dollars are left to spend throughout the year. Additionally, each month top level decision makers receive a high level report that indicates the campus wide budget status such as the 2011–2012 Bakersfield College August Report. Not only do College decision makers receive these high level reports but reports for the entire district are also shared with the presidents and their executive teams. The chancellor can follow up with the vice chancellors or Bakersfield College presidents just as Bakersfield College presidents can follow up with their vice president, deans and directors if there are concerns of overspending or little or no activity for an organization or department.

In addition to these financial summary reports there are specific calendars for financial activities, expectations, and timelines, including cutoff dates for specific annual financial reporting. These calendars and reports give Bakersfield College and its decision makers the information they need to successfully run their programs in ultimately supporting Bakersfield College mission of helping students succeed (III.D.54, III.D.55, III.D.4, III.D.80, III.D.87, III.D.86).

Self Evaluation

Bakersfield College meets this standard.

The fiscal information distribution system for Bakersfield College is adequate and appropriate. There are reporting structures in place for financial reporting at the Kern Community College District level and Bakersfield College level including special year-end reports for Bakersfield College president and the vice presidents. All financial decision makers have access to current financial information by computer access into Banner, the Kern Community College District's financial operations software. Reports can be generated as needed to review financial activity when questions or concerns arise (III.D.54, III.D.55, III.D.86, III.D.77, III.D.78, III.D.79, III.D.80, III.D.88).

Actionable Improvement Plans

None



III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Several years ago the Board of Trustees directed the operations to begin building up unrestricted reserves in order to position the Kern Community College District financially in anticipation of continual funding reductions from the State. The Kern Community College District has accomplished this through the implementation of expenditure control initiatives, organizational changes, management of reserves, conservative budget planning, and management of student enrollment limits. These actions have significantly increased overall reserves and concurrently tempered cost increases. The Kern Community College District's goal is to minimize the effect of continuous State Budget deficits on the Kern Community College District's various stakeholders until the State's economy and funding recover. In addition, the Kern Community College District transferred a portion of its unrestricted reserves to debt repayment and capital outlay funds in anticipation of future debt service requirements. This transfer will also fund overdue scheduled maintenance facilities projects. The Kern Community College District Board has a goal of maintaining a minimum District wide reserve, excluding College reserves, of at least ten percent.

Each year the Kern Community College District finalizes the financial activity from the previous year and determines the ending balance from the previous year. The Kern Community College District's ending balances of unrestricted funds for the past three years have been:

- 2008 \$26,431,163 (III.D.63)
- 2009 \$29,044,628 (III.D.62)
- 2010 \$35,346,355 (III.D.61)

The Kern Community College District is part of the Self Insured Schools of California JPA for General Property and Liability Insurance. This program provides proactive strategies to managing risk for School Districts. The current level of coverage combined with proactive programs provided by the JPA provides, minimizes the Kern Community College District's risk. In addition, the Kern Community College District actively insures that contractors provide the Kern Community College District appropriate insurance certifications and indemnifications commensurate with the risks associated with the service being provided.

Typically the college and District operations are required to budget amounts for unforeseen emergencies. The amounts budgeted are to be based on each operation's past experience. Recently, since Bakersfield College and District wide reserves have been so large, (in excess of five percent which the board believes is necessary to meet a catastrophic emergency), a specific set aside amount has not been necessary for identification in the annual budget (III.D.89.a).

The Kern Community College District also has access to funding it has set aside for future certificates of participation and other debt payments. These funds constitute approximately \$70 million dollars and are available for meeting short term cash flow requirements for general fund operations. In addition the Kern Community College



District participates in the Tax Revenue Anticipation Notes program to further assist in meeting short term cash flow requirements.

Bakersfield College receives state apportionment and locally generated revenues. Cash flow is managed using multiple sources including reserves and Tax Revenue Anticipation Notes. Should the need arise, the Kern Community College District has access to Certificates of Participation debt repayment funds for short term borrowing. The Kern Community College District uses Self-Insured Schools of California for self-funded health benefits and has sufficient insurance coverage for all other risks as covered in the Board Policy Business Services, section 3A10A (III.D.89.a, III.D.61, III.D.62, III.D.63.a, III.D.64).

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College District and Bakersfield College have established sufficient reserves over the past several years to cover the delays in payments from the State of California and continual budget reductions. The colleges and the Kern Community College District have been using those reserves as needed for operational cash flow (III.D.89.a).

Actionable Improvement Plans

None

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Financial reporting takes place on a monthly, quarterly, and annual basis. In addition to general fund fiscal management, grant funds follow a similar reporting schedule. Each College receives a monthly update pertaining to grant reporting (III.D.90).

The Kern Community College District coordinates with the colleges in overseeing the institutions' various financial reporting and management obligations. The Kern Community College District is responsible for drawing down and distributing the financial aid funds. Part of this process includes reconciliations between distributions and the awarding process. In addition, for grants, categorical, and other externally funded programs, the Kern Community College District compiles all financial reporting which is directly reconciled to the books of record maintained in the Banner Finance module. This also includes reconciliation to government electronic draw downs and funding distributions.

The Kern Community College District requires that all contracts be board approved. The Kern Community College District utilizes a Board Action approval form to ensure all levels of management have reviewed and approved the contract. In addition, District Business Services and Legal review contracts for compliance with Public Contract code and other laws and regulations as appropriate (III.D.90.a, III.D.90.b).



The Kern Community College District's chief financial officer and directors of administrative services meet weekly to review financial and business issues. In addition, the Kern Community College District's director of fiscal services and accounting managers also meet weekly to deal with financial accounting matters throughout the Kern Community College District.

District investments are primarily associated with future debt payment of Certificates of Participation held by the Kern Community College District. The investments are managed by external investment firms which give regular updates on the status of the investments to the Board Finance Committee and Board of Trustees.

Auxiliary organizations such as foundations are governed by Board Policy 3A8. The Kern Community College District provides financial services and guidance for these organizations as well as helping to ensure compliance with auxiliary contracts between the Kern Community College District and auxiliary organization (III.D.89.a).

District assets are governed by Board Policy 3B. District assets are primarily managed by this policy and College administrators at each of the respective colleges and centers (III.D.89.a).

The Foundation also maintains a strict accounting of its financial activity each year. The Foundation uses non-Banner software programs to keep its finances separate from Bakersfield College's. The foundation provides financial assistance to students by providing scholarship opportunities which assist many students in their educational pursuits. The Foundation has both designated and undesignated accounts to the benefit of Bakersfield College's student body. There are designated accounts for maintaining cash gifts in the form of scholarship awards from many different benefactors. These scholarships range from a few hundred dollars to several thousand dollars. Bakersfield College uses these scholarships to aid student success. There are also undesignated accounts such as the athletic programs that use the Foundation as a financial benefactor in handling fundraising revenues which in turn are used to support their programs throughout the year. Each year the Foundation is audited by an independent outside firm for compliance with state and federal mandates (III.89.c, III.89.d).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College regularly reviews fiscal management through effective planning as shown on the Bakersfield College Budget Development Calendar and required state and federal annual audits. The Kern Community College District has implemented and followed appropriate fiscal controls that ensure the financial stability of the colleges. Bakersfield College uses revenues solely to support instructional programs, student services, and College operations (III.D.4).

The state categorical programs report back each fall detailing financial activity of the dollars spent. They also report back to their respective agencies as to how they have accomplished their goals and aided in the success of their students. This includes programs like Extended Opportunity Program and Services, Center for Academic Retention and Enhancement, Temporary Assistance for Needy Families California Work Opportunities and Responsibility to Kids and Disabled Student Programs and Services, where they receive funding each year with the expectation that all dollars given will be spent in the allotted time frame for the specific purpose of aiding the students in



succeeding in their chosen choice of educational pursuits. These departments must keep records detailing who is paid from these state funds and what was purchased. They work with District business office personnel in preparing these reports that are submitted at the specified reporting times each year (III.89.e, III.89.f, III.89.g, III.89.h).

The Levan Institute for the Humanities is also financed through the Foundation. It has a director and a budget. Levan Institute students are members of the community who are looking to improve a skill set or hobby. Many of their student body are senior citizens and others who are looking to find fulfillment through self-improvement. The classes are offered at night or weekends so as not to conflict or deter from Bakersfield College's primary mission of creating opportunities for those seeking transfer or degree completion, basic skills, and technical or career education (III.D.92.b, III.D.92.c, III.D.92.d, III.D.92.e).

Actionable Improvement Plans

None

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

All financial resources are used with integrity in a manner consistent with the mission and goals of the institution. The Kern Community College District is audited annually which includes audits and reviews of State and Federal program compliance (III.D.85, III.D.84, III.D.83.a).

Due to a significant increase in the size of grants awarded the Kern Community College District and the colleges, the Kern Community College District has added resources to assist grant directors and managers in complying with ongoing fiscal monitoring, compliance, and other administrative requirements of these grants.

District Accounting coordinates and compiles all fiscal reporting to the various agencies administering financial aid, categorical, and grant funding. District Accounting regularly distributes the status of external reporting to all College and District management and all grant and categorical project managers. This report maintains the current status on all reports due to the reporting agency. The purpose of the report is to track the ongoing reporting and to act as a reminder on report due dates.

Any and all financial resources are subject to the same review guidelines. Internal and external audits are performed to ensure that financial resources are used appropriately and meet Bakersfield College mission and goals. This includes the Foundation, Food Service, Student Health Center, and categorical programs (III.D.61, III.D.62, III.D.63).

Self Evaluation

Bakersfield College meets this standard.

Management practices at Bakersfield College are done with integrity and efficiency. Any findings found from external audits have been minor and easily rectified. Checks and balances are constantly reviewed and modified to make sure Bakersfield



College continues to function ethically and per federal and state mandates. These audit requirements for California Community Colleges have stipulated specific state compliance issues to be reviewed as part of the annual audit. These checks and balances exist to monitor deficiencies in internal control, such as when the design of operation of control does not allow management or employees to identify a problem in the normal course of performing assigned functions, or to correct problems or concerns in a timely manner. A material weakness is a deficiency or combination of deficiencies, in internal controls such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, detected, or corrected in a timely manner. If an institution does not have proper checks and balances on reporting the financial activity of the funds or dollars in question or under review, then the auditing firm will have a material finding to report regarding a problem or issue found. If an audit team does not find a deficiency, the team reports that the Kern Community College District has complied, in all material respects with the compliance requirements of the Government Auditing Standards of the United States Office of Management and Budget Circular A-133, that could have a direct and material effect on each of its major federal programs for the year in question (III.D.83.a, III.D.83.b).

Actionable Improvement Plans

None

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Section 3A9 of the Board policy manual requires that contracts must meet the requirements of the Public Contract code. Every contract contains appropriate insurance and indemnification requirements commensurate with the risk associated with services being provided. In addition all contracts must go through District Business Services for compliance review with the public contract code and Board Policy. To assist Bakersfield College and District with contract management, the Kern Community College District has developed a contract database and a contract check list of items for inclusion in each contract. The contractual agreements that exist are recorded on a District listing database. The maximum term Bakersfield College can contract for services is five years or 60 months; however, many contracts are for one year. There is a contract for every service expense committing future dollars. The control over this process is that all purchase orders are reviewed at multiple levels both at Bakersfield College and District level. In addition, contract agreements are not entered into unless previously approved per board policy, the same holds true for payment on those contracts (III.D.89.a, III.D.91).

Bakersfield College also maintains a separate financial system for Bakersfield College's Foundation. The Foundation books are maintained in QuickBooks, which is a completely separate accounting system from the Banner system that the Kern Community College District uses. All financial records, including cash deposits and disbursements, for the Bakersfield College Foundation are recorded by the Bakersfield College Business Office staff, and the Bakersfield College Foundation employees have read-only access to the financial records. All requests for disbursements of Bakersfield College Foundation funds are initiated by the Bakersfield College Foundation and approved by the



Bakersfield College Foundation director and then the campus accounting manager as a compliance approver. The signers for the Bakersfield College Foundation checking accounts are the Bakersfield College executive director of administrative services and the Bakersfield College president. The Bakersfield College Foundation cash and investment accounts are separate from any the Kern Community College District/Bakersfield College accounts (III.D.92.a, III.D.96).

Self Evaluation

Bakersfield College meets this standard.

The institution has appropriate control over all contracts. The institution can change or terminate contracts that do not meet its required standards of quality. According to the chief financial officer, termination language consistent with state law is incorporated into the Kern Community College District's contracts. An accounting technician maintains this database and hard copies of all contracts which are available at District Business Services. This database is available online on the Kern Community College District website under Business Services and Facilities.

Actionable Improvement Plans

None

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The Kern Community College District, on behalf of Bakersfield College, has an Annual External Audit which provides feedback on its financial management processes as to any areas that need to be addressed or revisited. Through these annual audits, Bakersfield College/District improves processes by self-analysis and reflection. For example, in 2005 there was a finding that the Board of Trustees did not have a formal system for overseeing the Kern Community College District's assessment of the risk of fraud and the programs and controls the Kern Community College District needed to mitigate these risks. In 2006 there was a finding that Title IV funds for recipients who withdrew were not being returned within 30 days of becoming aware that the student had dropped in accordance with the requirements for the return of Title IV funds. Each of these findings was addressed. For risks of fraud the Kern Community College District has created EthicsPoint, a link on the Kern Community College District website, which allows individuals to anonymously report any type of activity. For Title IV, the Kern Community College District, as well as districts across the state, is trying to find the corrective measures to maintain proper checks and balances for tracking information within 30 days of a student withdrawing from a course. In addressing these areas, the Kern Community College District or college continues to improve operations and internal controls in order to be an effective resource for students. Bakersfield College continues to improve operations and internal controls in order to continue to be a resource to students (III.D.63.a, III.63.b, III.63.c, III.D.61, III.D.62).

In addition, each institutional unit is required to write an Annual Program Review, which is part of the Bakersfield College Educational Master Plan. The Annual Program Reviews asks each unit to "State how/whether last year's resource allocation met unit goals." Each department is required to justify its need for these financial resources by



providing statistical data and other evidence to aid in their justification. This process allows Bakersfield College to use past financial planning from the past two previous years and current year as part of planning for the upcoming fiscal year's needs (III.D.50, III.D.51.a, III.D.19, III.D.20).

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College District's implemented fiscal controls ensure that the financial management system functions properly. Bakersfield College regularly reviews its financial management process through effective and regularly required state and federal annual audits. Moreover, Bakersfield College's participatory governance structure maintains a checks-and-balances system that constantly reviews and modifies the financial management process to make sure we continue to function ethically and according to federal and state mandates.

Bakersfield College director of administrative services, District director of fiscal services, and the Kern Community College District chief financial officer meet regularly to review current fiscal issues at the colleges and the District operation. Once a month a face-to-face meeting is conducted to review issues in depth. In addition, the director of fiscal services and the accounting managers also meet weekly to discuss financial matters. The director of fiscal services provides the linkage to the accounting managers' issues that are identified.

In addition, periodically the Kern Community College District will contract with external entities to conduct operational evaluations of Business Services functions.

Actionable Improvement Plans

None

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Budget Committee was created at the end of the fall 2010 semester after a task force with faculty, classified staff and administration representatives developed an initial draft that was then vetted and improved through Bakersfield College's College Council and the Academic Senate in the fall 2010 semester. The charge of the budget committee is to assure that the budget process is clear, meets requisite laws and targets, and supports college goals and values. Other committees also work in conjunction with the budget committee to review and make recommendations for continuous improvement not only for financial matters but for instruction and student services as well. (III.D.5, III.D.93, III.D.94, III.D.95)

Each year, every department submits an Annual Program Review that describes the mission of the unit, a description of its activities, and an explanation of allocated resources. The Annual Program Review contains a report of the previous year's performance (instructional, student achievement, and staffing). The Annual Program Review also contains unit priorities that describe upcoming needs for each unit,



including capital and personnel expenditures. The Annual Program Review process is evaluated each year and modified as needed (III.D.50, III.D.51.a).

The budget building template includes a column where budget line items are linked to Bakersfield College mission and goals, as well as the California Community College core mission. These templates are reviewed and revised annually (III.D.14).

The structure and operation of the budget committee is reviewed each year by the Academic Senate and changes are made to the structure and operation to better ensure effectiveness and transparency (III.D.7.a).

The budget committee recommends process improvements based on how they apply to reaching the stated college goals. The president of Bakersfield College approves all final budgetary decisions and responds to all final decisions concerning budget and planning (III.D.75).

Self Evaluation

Bakersfield College meets this standard.

The current economic crisis in California has affected Bakersfield College's budget. At the same time, enrollment has increased. This has created the problem of serving more students with a reduced amount of funds. With this in mind, the Kern Community College District has used foresight and planning to ride these waves of uncertainty to ensure that Bakersfield College can fulfill its mission and meet its goals. Bakersfield College continues to take advantage of its well-organized, clear governance structure to ensure that Bakersfield College continues to fulfill Bakersfield College mission with available funds (III.D.36).

Actionable Improvement Plans

None



Standard III.D. Evidence

- III.D.1 BC Budget Development Calendar JUL10
- III.D.2 Bakersfield College Budget Formulation Timeline
- III.D.3 BC Budget Development Calendar 5OCT10
- III.D.4 BC Budget Development Calendar 3NOV11
- III.D.5 Budget Committee Charge 11-16-10
- III.D.6 Budget Committee Agenda 10.31.11
- III.D.7.a Budget Committee Online links
- III.D.7.b Budget Winter Report 2011
- III.D.7.c BAM Evaluation II Recommendations 24APR11
- III.D.8 Budget Decision Criteria-31MAY2011
- III.D.9 KCCD 2011-2012 Adopted Budget
- III.D.10 KCCD 2010-2011 Adopted Budget
- III.D.11 Budgetary Documents List 2008-2011 with dates
- III.D.12 BAM Evaluation II 16NOV10
- III.D.13 Nursing Grant
- III.D.14 2011-2012 BC Budget Worksheet Template 13JAN11
- III.D.15 Bakersfield College Budget Formulation Timeline
- III.D.16 2011-2012 Master GU001Worksheet 12MAY10
- III.D.17 Annual Program Review Graphics 2011
- III.D.18 Annual Program Review Draft
- III.D.19 2009-2010 Master List of Unit Plans – Trend Data
- III.D.20 2010-2011 Master List of Unit Plans – Trend Data
- III.D.21 Budget Making Criteria-31MAY2011
- III.D.22 BC Planning Agendas
- III.D.23 Worksheet for Reviewing Unit Plan Budget
- III.D.24 Appendix 1 Vital Requests Summary Table FEB09
- III.D.25 Appendix 2 All Requests Summary Table FEB09
- III.D.26 Executive Summary MAR09
- III.D.27 ACDV Final Appraisal
- III.D.28 Child Development Centers Final Appraisal
- III.D.29 Extended Learning Final Appraisal
- III.D.30 Health Physical Education Final Appraisal
- III.D.31 PHIL Final Appraisal
- III.D.32 Bakersfield College Mission and Goals
- III.D.33 CCCC Mission & Vision
- III.D.34 Decision Making at Bakersfield College 11-16-10
- III.D.35 2010-11 College Goals
- III.D.36 2011-2012 College Goals Draft 1
- III.D.37 College Council Agenda 1.21.11
- III.D.38 College Council Agenda 3.4.11
- III.D.39 College Council Agenda 9.17.10
- III.D.40 College Council Agenda 10.1.10
- III.D.41 College Council Agenda 10.15.10
- III.D.42 College Council Agenda 11.19.10
- III.D.43 College Council Minutes 1.21.11 Accreditation Outline
- III.D.44 College Council Minutes 3.4.11 Budget Criteria
- III.D.45 College Council Minutes 5.7.10 APR's for FA, IT, ES
- III.D.46 College Council Minutes 9.17.10 DMTF
- III.D.47 College Council Minutes 10.1.10 Budget Committee Charge
- III.D.48 College Council Minutes 10.15.10 Tentative Budget Approved



III.D.49	College Council Minutes 11.19.10 BAM
III.D.50	Annual Program Review Instructional Form 9-2-11
III.D.51.a	Annual Program Review Services Form 9-2-11
III.D.51.b	APR Maintenance and Operations 2011
III.D.52	BoT Minutes 06-10-10 Tentative Budget
III.D.53	BoT Minutes 06-09-11 Tentative Budget
III.D.54	KCCD_ALL_Lvl3
III.D.55	KCCD_ALL_Lvl5
III.D.56	2009-2010 GU001 Summary 15OCT09
III.D.57	2009-2010 DSPS Current Numbers 10JUN10
III.D.58	Banner Roundtable Finance Part A
III.D.59	Banner Roundtable Finance Part B
III.D.60	Banner Roundtable Finance Part C
III.D.61	KCCD-ANNUAL FINANCIAL REPORT-YE 2010
III.D.62	KCCD-ANNUAL FINANCIAL REPORT-YE 2009
III.D.63.a	KCCD-ANNUAL FINANCIAL REPORT-YE 2008
III.D.63.b	EthicsPoint Webpage
III.D.64	Board of Trustees Minutes 02-10-11
III.D.65	Board of Trustees Minutes 09-09-10
III.D.66	Board of Trustees Minutes 05-05-10
III.D.67	Board of Trustees Minutes 10-14-10
III.D.68	Board of Trustees Minutes 11-04-10
III.D.69.a	Board of Trustees Minutes 03-10-11
III.D.69.b	Capital Projects Time Line for next 4 years
III.D.69.c	Gant Chart of Admissions and Records Project
III.D.70	BC- Facilities Planning Sub-Comm 3-1-11
III.D.71	BC- Facilities Planning Sub-Comm 11-2-10
III.D.72	Facilities Planning Construction Status 2009 thru 2012
III.D.73	Bakersfield College Construction Timeline as of 4NOV10
III.D.74	Five Year Plan 201112 5YCP 20090903
III.D.75	Budget Committee - minutes 5 20 11
III.D.76	Budget Committee Agenda 10.31.11
III.D.77	2011 1ST QTRLY RPT 10NOV10
III.D.78	2011 2ND QTRLY RPT 7JAN11
III.D.79	2011 3RD QTRLY RPT 20APR11
III.D.80	2011 FINAL QTRLY RPT 12SEPT11
III.D.81	311Q FY2010-11 4th Qtr
III.D.82	KCCD 311Q Rpt Fiscal Trend Analysis 03-04 to 07-08
III.D.83	311A FY2009-10
III.D.84	311A FY2008-09
III.D.85	311A FY2007-08
III.D.86	2011-2012 August BC Financial Activity Report
III.D.87	Budget Calendar 2011-12 - Cut Off Dates 2010-11
III.D.88	BC Yearend Variance Rpt All Funds 2010-11 30AUG11
III.D.89.a	District Business Services Policies and Procedures
III.D.89.b	Budgetary Documents List 2008-2011 with dates
III.D.89.c	Foundation Audit for 2007-2008
III.D.89.d	Foundation Audit for 2008-2009
III.D.89.e	EOPS Annual Report 2010-2011
III.D.89.f	CARE Annual Report 2010-2011
III.D.89.g	CALWORKS TANF Annual Report 2010-2011
III.D.90.a	GRANT STATUS 11-12



III.D.90.b	Independent Contractor Agreement
III.D.90.c	Independent Contractor Checklist
III.D.91	AGRMTS-CONTRACTS DATABASE
III.D.92.a	BC-BC FOUNDATION AGMT WITH KCCD
III.D.92.b	Levan Center for the Humanities Agenda 18NOV10
III.D.92.c	Levan Center for the Humanities Minutes 27APR10
III.D.92.d	Levan Center for the Humanities Director's Report 18NOV10
III.D.92.e	Levan Center for the Humanities Budget for 2011-2012
III.D.93	Program Review Charge DMD 5-11
III.D.94	Self Evaluation Committee Charge Final
III.D.95	College Goals Task Force Charge 1.21.11
III.D.96	Email from Stephen Kegley about Foundation Finances
III.D.97	College Council Minutes 10-25-05
III.D.98	College Council Minutes 11-08-05
III.D.99	BC-CSUB HSI STEM Subgrant 22SEPT11
III.D.100	BC-CSUB HSI STEM Subgrant Agmt 17NOV11
III.D.101	bc_all from College President 8DEC11
III.D.102	Opening Day Agenda for Faculty 21AUG09
III.D.103	Opening Day Agenda for Faculty 20AUG10
III.D.104	Opening Day Agenda for Faculty 19AUG11
III.D.105	Opening Day Agenda for Classified Staff 06JAN12
III.D.106	Opening Day Agenda for Faculty 13JAN12



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Page 367





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Page 368



Haley O'Grady Studying Robotics

"I am preparing at Bakersfield College to transfer as an environmental engineering major. I hope to make a career out of working with alternative energy. Bakersfield College offered me a convenient opportunity to prepare for my upper-division classes. I have really enjoyed the personal relationships I have been able to establish with my professors. Its nice to see that my professors care about my success and are willing to help in whatever way they can."

Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary

Bakersfield College is committed to a decision-making process that supports the mission, vision, and values articulated by the faculty, staff, and students in the following descriptions that have been identified and reinforced in the Decision Making Document crafted in fall 2010 (IV.A.1.a):

Our Mission

With its heritage as a foundation and an eye toward the future, Bakersfield College provides the high quality education necessary for its socially and ethnically diverse students—whether they be vocational, transfer-oriented, developmental, or some combination of these—to thrive in a rapidly changing world.

We will accomplish our mission by:

- Establishing strong connections with our student and business communities;
- Understanding the needs of our diverse student population;
- Responding to student and community needs with efficiency and flexibility;
- Honoring our long heritage of community involvement;
- Remaining vigilant in scanning our present and future environment within which we operate; and
- Promoting tolerance and patience with all of our stakeholders.

Our Vision

The diverse communities we serve will trust Bakersfield College with their most precious resource, people. Our high standards of education and service will earn that trust. Our values will be evident in all that we do.

Our Values

- *People*—We value our students, faculty, staff, administration and our communities. We recognize that education is a human endeavor. It is personal and hinges on the mutual respect and trust of the learners, the providers, and the communities they serve.
- *Integrity*—We hold our academic and fiduciary responsibilities to the highest professional and ethical standards. These areas are measured for accountability in order to maintain the trust of our students and community.



- *Education* is the reason our institution exists, both for its own sake and for the benefit of the local, state, and national economy. People who are educated are more geographically and economically mobile and better able to contribute to society as a whole.
- *Courage*—We value the courage to learn, teach, and lead with the moral and mental strength to do what is right as students, faculty and staff even in the face of personal or professional adversity.
- *Diversity*—We respect and embrace the strengthening power of diversity. We recognize and delight in the differences between people and cultures. This helps us function better in our increasingly diverse community.
- *Tradition* is the precious heritage that defines who we are, where we come from, and why we should be proud.

The Decision Making Task Force was formed in the fall of 2010 to codify the steps and procedures used by Bakersfield College to confirm institutional values, set and achieve goals, and improve as a learning organization. Through these procedures the task force articulated protocols that established the ethical and transparent processes to review, communicate, and implement opportunities for change and improvement for institutional effectiveness. The completion of the Foundations of Excellence project in 2007 and the Renegade 2012 Strategic Plan demonstrated these practices in action even before the development of the Decision Making Document. More recent examples are the revision of the Annual Program Review in the fall of 2011, and the use of the Community College Survey of Student Engagement in the spring of 2011. The Bakersfield College community and its stakeholders use these documents to reflect on and improve the teaching, learning, and service components of the institution (IV.A.2, IV.A.3, IV.A.4, IV.A.5).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Bakersfield College values an open and reflective participatory governance process where Bakersfield College's collective commitment to meeting student and community needs drives Bakersfield College's decisions. Participatory governance enables all constituent groups the opportunity to participate effectively in all areas in which they



are significantly affected, in a manner that is consistent with Education Code, Title 5 and Board Policy. By enabling College leaders the opportunity to create an environment for empowerment, innovation, and institutional excellence, this governance process establishes clear lines of communication before and after decisions are made, uses qualitative and quantitative data when providing recommendations or input, and demonstrates respect and civility in discourse.

One empowering initiative brought about by the above-described process was the Strategic Initiative Proposals in the Budget Allocation Model. This was a District wide opportunity for college faculty and staff to request funding to improve practices, programs, and services to students. In the first cycle, two Bakersfield College initiatives were funded (IV.A.22.a, IV.A.22.b, IV.A.23.b):

- Improving Online Student Retention Through Increased Student and Instructor Support, Bakersfield College – budget \$12,035.
- Envisioning Educational Success through Mentoring, Bakersfield College – budget \$34,208 .

Another means of promoting innovation through leadership is found in one of Bakersfield College's longest-standing committees, the Staff Development Coordinating Council. The Staff Development Coordinating Council has long struggled with limited or no budget which had greatly reduced its effectiveness. Despite ongoing budget challenges, a stable annual budget of \$10,000 was recently established. The Council is now able to offer more diverse, quality professional development, more frequently. This change promotes empowerment, innovation, and institutional excellence, such as last year's "Dealing with Distressed Students Workshop." In addition, the Staff Development Coordinating Council has paired with the Assessment Committee to provide funding and support for a Student Engagement Mini-Conference and speaker, a project in response to a need uncovered through assessment results (IV.A.23.a, IV.A.23.b, IV.A.24).

Self Evaluation

Bakersfield College meets this standard.

The decision-making process at Bakersfield College is designed to promote a continuous quality improvement model to assess the practices, programs, and services at the institution. It continues to change and improve based upon feedback from Bakersfield College community through scheduled evaluations and other opportunities for input and/or recommendations. The decision-making process was created based on the following assumptions used by the Decision Making Task Force, as stated in the Decision Making Document, revised in November, 2010 (IV.A.1.a):

- Bakersfield College governance structure, including campus leadership and committees, will leverage planning processes (e.g. strategic plan, educational master plan, and annual goals) to improve institutional effectiveness.
- The decision-making process at Bakersfield College is based on the principles of transparency, accountability, and inclusiveness.
- Recommendations and decisions are well communicated throughout the campus community.
- Employees will be active in reading these communications and will ask questions, seek clarification, and provide feedback to engage in continual dialogue that strengthens the decision-making process.
- The decision-making process requires ongoing professional development to help employees understand how they can participate in that process at a variety of levels.



- The decision-making process will be refined over time and its effectiveness assessed with the intent to provide continuous improvement to the quality of teaching, learning, and service to students.
- The decision-making process is documented in an easy to understand, functional format.
- All decisions are based on data informed recommendations that are designed to enhance instructional and student services.
- Consensus is defined as general, though not necessarily unanimous, agreement.

The Decision Making Document, completed and distributed during the 2010–2011 academic year, outlined the participatory governance process at Bakersfield College. This process and resulting document established a clear and transparent venue to discuss, plan, and implement College goals and strategic priorities. College Council surveys the campus community near the end of each year to review the process and to identify areas where there is a need to address opportunities to strengthen institutional effectiveness (IV.A.6).

Actionable Improvement Plans

None

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- IV.A.2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.***

Descriptive Summary

The Decision Making Task Force comprised of faculty, staff, and administration, was formed to establish and document a clear and specific decision-making process. Focusing on Bakersfield College's mission, vision, and values the task force identified and documented the specific steps involved in reaching decisions in the Bakersfield College Decision Making Document. The document includes a philosophy statement delineating the value placed on participatory governance with the ultimate goal of improving participation and communication throughout the campus community, fostering a better understanding of how each member of the faculty and staff can have input and impact on any decision affecting Bakersfield College. The process outlined in the Decision Making Document ensures that, at Bakersfield College, decisions go through a prescribed vetting and discussion process through which all points of view and outcomes are thoroughly examined (IV.A.1.a).

The Decision Making Document was crafted based on the following assumptions, which are published in the final edition of the treatise (IV.A.1.a):

- Bakersfield College governance structure, including campus leadership and committees, will leverage planning processes (e.g. strategic plan, educational master plan, and annual goals) to improve institutional effectiveness.
- The decision-making process at Bakersfield College is based on the principles of transparency, accountability, and inclusiveness.
- Recommendations and decisions are well communicated throughout the



campus community. Employees will be active in reading these communications and will ask questions, seek clarification, and provide feedback to engage in continual dialog that strengthens the decision making process.

- The decision-making process requires ongoing professional development to help employees understand how they can participate in that process at a variety of levels.
- The decision-making process will be refined over time and its effectiveness assessed with the intent to provide continuous improvement to the quality of teaching, learning, and service to students.
- The decision-making process is documented in an easy to understand, functional format.
- All decisions are based on data informed recommendations that are designed to enhance instructional and student services.
- Consensus means that there is general, though not necessarily unanimous, agreement.

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College's decision-making process was developed and written based on California law and the Educational Code of Regulations. These laws and regulations mandate that local decisions and processes are based on the consultation process established by the California Community Colleges Board of Governors. Bakersfield College is fully committed to the premise that well informed recommendations and input from all affected parties, namely faculty, staff, administrators and students must be considered to ensure the development and implementation of effective local policies and practices.

While Bakersfield College is a large and complex institution, by utilizing the processes developed through Bakersfield College, leadership and committee structures participate in effective decision making and implementation. An example of this is the selection process for a new course management system for online courses. Because Bakersfield College did not support a single course management system, support and training for both students and faculty became unwieldy and may have adversely impacted online course offerings. Discussions were instituted by the dean of learning resources with District personnel in the Technology Leadership Council to determine if it was appropriate to have a single course management system District wide. Once this decision was reached, the Instructional Technology Committee, a district wide subcommittee of Technology Leadership Council consisting of faculty, staff, and administrators developed a pilot study and research process, contacted individual faculty from each campus to participate, and opened the subsequent presentation of results to the full campuses to provide a venue for input and questioning. Upon completion of this process, the Instructional Technology Committee voted to recommend Moodle as the Kern Community College District wide course management system and forwarded the recommendation to the appropriate Academic Senate committees at each campus. Upon approval by each participatory governance committee involved, the Instructional Technology Committee then worked collaboratively between campuses to provide the necessary training to complete the successful move of each online course to Moodle by the start of the spring semester (IV.A.1.b).

The policies and procedures that guide the decision-making process at Bakersfield College are clearly documented in the Decision Making Document and outline



the specific roles of students, faculty, staff, and administrators on the campus. All constituency groups have a venue to voice concerns and/or identify opportunities to improve the quality of the educational experience at Bakersfield College. Since the 2009 academic year, there has been a concerted effort to clarify and articulate the decision-making process, distribute the process protocols, and create avenues to receive feedback on the process and improve institutional effectiveness at Bakersfield College (IV.A.1.a).

Actionable Improvement Plans

None

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- IV.A.2.a.** *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Descriptive Summary

Bakersfield College strives for strict compliance with Title 5 of the California Education Code requiring that students, faculty, and staff are assured of effective participation in developing recommendations to the Board of Trustees. College administration, the Academic Senate, California Schools Employees Association, and the Student Government Association are recognized through the Kern Community College District Board policy, which formalizes the collective commitment to ensure that all constituencies have collegial, substantive and clearly defined roles in shaping institutional policies, planning processes, and budget decisions consistent with their respective areas of responsibility and expertise. These roles are also clearly outlined in the Decision Making Document and explicitly describe opportunities and procedures for participation and input through institutional governance committees (IV.A.7, IV.A.1.a).

In response to this commitment, College Council was formed in 2004 and is the primary recommending body to the president with representatives from all constituency groups on campus: faculty, staff, administrators and students. College Council facilitates timely, factual, and clear communication between constituents and the president as a means to develop recommendations on decisions for college wide issues in areas such as budget, planning, and facilities. Members of College Council fill an important need in Bakersfield College's structure serving as the primary and most visible representatives of their constituent groups. They are expected to set the standard for civility, candor and accuracy in collegial discussion, through Council meetings and their interactions with others in Bakersfield College community. As conduits of information to and from the groups they represent, they strive to understand and accept diverse points of view while attempting to reach a consensus to best serve Bakersfield College as a whole. Members are expected to communicate regularly with the constituent group(s) they represent. Appointment to College Council is determined by either the position held or through a selection process established by the constituency group represented. Membership terms now vary, and in cases where a constituency group is comprised of multiple members, the selection process will allow for staggered terms (IV.A.8).



The Kern Community College District Board of Trustees meets monthly and their agenda contains standing reports from constituencies as well as bargaining units, management, and student government at Bakersfield College. Individuals of Bakersfield College community as well as the public may request the opportunity to speak at these meetings on matters of mutual concern. A process is in place to assure the orderly accommodation of speakers at each meeting during the "Public Comments" segment of the Board of Trustee meeting (IV.A.7.b).

The Academic Senate, California Schools Employees Association and the Student Government Association appoint representatives to all College committees. Each year the student body selects one student as a nonvoting member of the Board of Trustees. The representation is rotated among District colleges (IV.A.7.a).

Any member of Bakersfield College community may appear before the Executive Board of the Academic Senate to voice concerns about any issue over which the Academic Senate maintains jurisdiction. Formal requests to initiate a proposal for change are guided through the process by the "Guide for Submitting Effective Proposals for Change to the Academic Senate." Proposals to be considered by the entire Academic Senate are initiated through the Executive Board. The Executive Board then moves the proposal forward to the full Academic Senate for its consideration and vote. In cases involving exigent circumstances, critical issues requiring immediate Academic Senate action, may be brought before the full Senate without first clearing the Executive Board. The Student Government Association representative(s) are also afforded this same opportunity (IV.A.20).

Self Evaluation

Bakersfield College meets this standard.

The Decision Making Document clarifies the roles and mechanisms for each constituency group to be actively involved in the planning and assessment processes of institutional effectiveness at Bakersfield College. College Council has clearly been the most visible venue for initiating change, crafting College goals, and evaluating strategic directions at the institution. College Council has been evolving and transforming for the past several years, refining its charge, structure, and membership configuration to best meet campus communication and decision-making needs. In 2007–2008, an end-of-the-year campus survey on the effectiveness of that past iteration of College Council noted that its membership was just too big to allow meaningful dialogue on important issues to take place; the meetings, therefore, consisted primarily of reports on campus activities. After thoughtful review beginning in December 2008, College Council reformed itself during January and February 2009 with a smaller, but better balanced, membership and a clear, concise operational purpose. The newly reformed Council held its first meeting in February 2009 (IV.A.9, IV.A.10).

The Academic Senate also provides another accessible venue for all constituencies in the campus community to maintain vigilance over all matters concerning participatory governance. In addition, self-reflective dialogue between/among the Academic Senate, Bakersfield College president, and the Board of Trustees has resolved some individual and collective concerns about the manner in which significant issues that affect students and instruction are resolved. Citing the need to develop a Program Discontinuance Procedure, the Board of Trustees directed the Academic Senates of each college to draft a policy taking into account needs of the Kern Community College District, Bakersfield College, and individual departments and programs. Several iterations of a draft policy



circulated throughout the campus governance groups for feedback. The resulting document was ultimately voted on and passed by the Bakersfield College Academic Senate. Bakersfield College continues to make progress in creating an environment that values transparency and accurate, consistent communication in all matters related to maintaining a vibrant and responsive teaching, learning, and service environment (IV.A.11).

Actionable Improvement Plans

None

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- IV.A.2.b.** *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*
-

Descriptive Summary

The Kern Community College District Board policy authorizes the Academic Senate to collaborate with the administration to determine appropriate academic programs, courses, student learning outcomes, and services. As mandated by Title 5 of the California Education Code, the Academic Senate is granted the primary responsibility for making recommendations in the areas of curriculum and academic standards (IV.A.7.e).

The Curriculum Committee and its Distance Education subcommittee serve as the coordinating and approving body for the curriculum that comprises the academic programs and services to support student learning. Representatives of the faculty and administration serve as co-chairs of the Curriculum Committee, which includes faculty, administrators, classified staff, and a student representative. The committee encourages collaboration and collegial dialogue among all academic stakeholders regarding curriculum issues. These discussions are part of a regular discourse that occurs through the assessment process, in annual program reviews, and meetings with Career and Technical Education advisory boards.

Faculty members initiate and discuss the development, management, evaluation, revision, and improvement of curricular offerings for student academic programs and services at instructional area department meetings. Academic departments then utilize the newly implemented curricUNET technology to initiate, update, and revise their courses and programs. This technology encourages collaboration among multiple instructors who teach in the same academic disciplines. In addition, faculty can browse the system to explore ideas from other departments and colleges that may advance increased interdisciplinary dialogue (IV.A.12).

All required materials to complete these tasks are maintained in the curricUNET system and are examined by the Curriculum Committee to ensure compliance with academic standards established by the Educational Code. The review process in curricUNET provides for multi-level evaluation beginning with the faculty member who submits the proposal. The department chair, the academic dean, the executive vice president of academic affairs and student services and president, also assess the submission prior to its ultimate approval by the Board of Trustees. At each checkpoint, the submission may be approved and moved along to the next reviewer or returned to the initiating instructor to address suggested changes. The Curriculum Committee actions are



recorded in the curricUNET system and in an active public folder to provide minutes of meetings and decisions pertinent to all curriculum-related activity.

The Assessment Committee provides expertise and support for faculty members to create individual course student learning outcomes and Program Level Outcomes. Student and program learning outcomes are components of curriculum design and are embedded in course outlines of record, displayed in syllabi, and are now archived in curricUNET. It is expected that each course is assessed for student performance and validated for mastery of appropriate knowledge and skills in a programmatic sequence. The Assessment Committee provides workshops throughout the academic year to introduce departmental faculty to the assessment process and to examine and assist in outcomes assessment. A yearly update is required of each academic program and the assessment website captures and stores departmental plans, results of assessment outcomes, strategies for instructional improvement, and serves as a repository for Bakersfield College program assessment activities across the campus (IV.A.13).

Self Evaluation

Bakersfield College meets this standard.

Faculty members have a clearly defined role, provide leadership, and serve as majority representation on the Curriculum Committee, the Distance Education Subcommittee, and the Assessment Committee. The Academic Senate and the administration are committed to implementing a process that assures curricular integrity. This is accomplished in several ways including:

- Clarifying and consolidating of committee charges.
- Expanding the reassigned time for the Curriculum Chair.
- Incorporating the General Education and Distance Education as subcommittees present at Curriculum Committee meetings to improve constructive dialogue and collegial discourse.
- Implementing curricUNET to streamline curriculum revisions, updates, deletions, and introduction of new courses and certificates .
- Expanding the role of the Assessment Committee to create a more visible and vibrant entity within the academic community strengthening the review process, expanding professional development activities, and building and maintaining an active and responsive website.

The Academic Senate has continued to engage in thoughtful examination of the implications of these changes and considers changes impacting modes of instructional delivery and potential consequences affecting student success and retention. The Academic Senate invites commentary from all affected constituencies throughout the entire deliberative process, and maintains active communication through area Academic Senate representatives, Faculty Chairs and Directors Council on campus, and the public folder system in the Bakersfield College email platform.

Academic administrators play an active role in all activities that impact student learning programs and support services at Bakersfield College. Educational administrators serve as co-chairs and/or members on all governance committees and provide guidance to ensure that curricular issues and student services are designed to comply with college goals, Kern Community College Board Policy, the Kern Community College District Strategic Plan, and Title 5 regulations. Collegial dialogue between Instructional and Student Service administrators and departments is also a critical component in the development of the new Annual Program Review Process which includes assessment



processes, budget requests, faculty and staffing proposals, curriculum review, and prioritization of equipment and facility needs (IV.A.7.c, IV.A.21, IV.A.14, IV.A.20.d).

Actionable Improvement Plans

None

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- IV.A.3.** *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*
-

Descriptive Summary

The Board of Trustees of the Kern Community College District is required by policy to solicit input and encourage dialogue through participatory governance from faculty, classified staff, management personnel, students, and the community. In response to this directive, the Kern Community College District has developed and is committed to this premise that is articulated in the following areas of board policy (IV.A.7.d):

- Educational Philosophy (Policy 1B1)
- Educational Values (Policy 1B2)
- Goals of Community College Education (Policy 1B3)

The Kern Community College District has numerous committees, councils, and other groups that provide advice, recommendations, and/or formal proposals related to policies and procedures that impact instruction, services, operations, and facilities at Bakersfield College. This participatory governance structure provides the chancellor, and ultimately the Board of Trustees, with advice and recommendations that guide leadership and the stewardship of all resources for colleges within the Kern Community College District.

The 2011–2012 the Kern Community College District Strategic Plan is an excellent example of a process that facilitated discussion of ideas and effective communication among the institution's constituencies at the Kern Community College District level. It resulted in the clarification of the Kern Community College District's role in supporting the colleges and the creation of specific measurable strategic goals and objectives including (IV.A.14):

- Becoming an exemplary model of student success
- Creating a collaborative culture and a positive climate
- Fostering a comprehensive and rich learning environment
- Strengthening personnel effectiveness
- Managing financial resources efficiently and effectively
- Responding to community needs

At Bakersfield College, major operational decisions are the responsibility of the president (or designee) with recommendations and input from a variety of constituency groups. Bakersfield College's College Council is the formal structure through which many recommendations are discussed and communicated. College Council is a collegial consultative body designed to serve the good of Bakersfield College. The group facilitates timely, factual, and clear communication between constituents and



the president, as a means to develop recommendations to the president for decisions on College wide issues including budget, planning, facilities, and overall institutional effectiveness. A number of governance/constituency representative groups have responsibilities to make recommendations to the president through College Council or through direct lines of communication. These groups take their authority from various sections of Education Code, Assembly Bill 1725 (AB1725), Senate Bill 235 (SB235) and Title 5. These groups are:

- Academic Senate
- College Administration
- California School Employees Association
- Student Government Association

Standing committees make recommendations and provide input to the president on relevant issues through their representatives:

- Accreditation
- Administrative Council
- Assessment
- Budget
- College Council
- Commencement
- Committee on Committees
- Curriculum
- Extended Learning
- Enrollment Management
- Equal Opportunity and Diversity Assurance
- Equivalency
- Facilities Planning
- Information Services and Instructional Technology
- Program Review
- Levan Center
- Matriculation
- President's Cabinet
- Scholarship
- Staff Development Coordinating
- Student Conduct Hearing

There are three formal employee groups that may provide input on issues affecting working conditions. The Community College Association represents faculty members, the California Schools Employees Association represents classified staff, and the Management Association represents college administrators and managers. Operational areas of Bakersfield College provide input directly to the president or through College Council and include:

- Institutional Research and Planning
- Bakersfield College Foundation
- Facilities
- Faculty Chairs and Directors Council
- Safety Committee
- Student Services and Academic Administrators

Input is also provided by interest groups who may include faculty, staff, students, advisory committees, and other campus community members. Any employee or student of Bakersfield College may raise issues, voice concerns, and/or provide input on issues



under discussion or consideration through committee representation within the governance structure.

Self Evaluation

Bakersfield College meets this standard.

The 2009–2010 College Council survey to assess progress of institutional goals is one example of the processes that facilitate discussion of ideas and effective communication among the institution's constituencies. The survey was distributed to various College constituency groups, asking them to respond to each of the goals and asked for specific activities that demonstrated progress or achievement of the goal. The survey targeted the following areas (IV.A.9):

- Student excellence
- Communication
- Oversight and accountability
- Fiscal responsibility
- Facilities
- Image
- Linkages

The 2009–2010 College Council survey also gleaned information and perceptions used in developing the Decision Making Document to articulate institutional practices and processes. Finally, the survey gathered information on additional activities completed during the academic year and sought to determine if College Council members would be willing to provide additional information and/or service to implement one or more of the Bakersfield College goals. The results of this survey provided the Bakersfield College community opportunities to provide feedback on significant issues and processes at Bakersfield College and make recommendations to improve institutional effectiveness (IV.A.1.a).

The Decision Making Task Force assembled by the president conducted a baseline survey and it was distributed to the Bakersfield College community in May of 2010. The intent of the survey was to assess the strengths of the current decision-making process at Bakersfield College along with the perceived weaknesses. A final segment of the survey solicited specific suggestion to improve the decision-making process. This information was reviewed by the task force and helped shape the final Decision Making Document and the formulation of future recommendations for improvement of the processes (IV.A.15).

In October of 2011, an Institutional Effectiveness survey was conducted to evaluate ongoing, collegial self-reflective dialogue about the continuous improvement of student learning and institutional processes. The survey also gathered information on College planning processes, allocation of resources, communication of institutional practices and decisions, and systematic review of institutional effectiveness in improving instructional programs and student and learning support services (IV.A.16).

Actionable Improvement Plans

None



IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

In addition to the operational policies established by the Kern Community College District to ensure compliance with Title V and the Educational Code, Bakersfield College abides by the accreditation standards set forth by the Accrediting Commission of Community and Junior Colleges, the two year education division of the Western Association of Schools and Colleges, in order to maintain its accredited status. Bakersfield College adheres to ethical standards of quality based upon recognized practices in higher education, and abides by these standards using a three-part process that includes a rigorous and reflective self study, peer review, and Accrediting Commission of Community and Junior Colleges examination of operational practices and procedures that support student learning (IV.A.7.a, IV.A.17.a).

Bakersfield College conducts an institutional self study every six years in order to remain accredited. The last self study was conducted during academic year 2005–2006, approved by the Kern Community College District Board of Trustees on September 2006, and submitted to Accrediting Commission of Community and Junior Colleges in October 2006. Accrediting Commission of Community and Junior Colleges took action to reaffirm accreditation, with a requirement that Bakersfield College complete a progress report in addition to a mandated mid-term report. Bakersfield College completed the progress report in October 2007 addressing progress on specific recommendations. This report was accepted by Accrediting Commission of Community and Junior Colleges in January of 2008 with the expectation that there would be a special report completed to ensure continued progress to meet accreditation recommendations. The special report and mid-term report were accepted by Accrediting Commission of Community and Junior Colleges in January of 2010 reaffirming that Bakersfield College had sufficiently met the expectations of the Commission and made significant progress toward addressing recommendations from the 2006 site visit and follow-up review.

Bakersfield College continues to be keenly aware of Accrediting Commission's guidelines and recommendations and institutes change and improvements with deliberation to meet these standards. In response to Recommendation 2 of the previous self study, which advises that the assessment process must continue and grow, the Assessment Committee worked diligently to provide professional development and support, bringing the institution to the level of completing course, program, and institutional level assessment plans and embedding the process and discussion in the culture of Bakersfield College. In response to Recommendation 4, Bakersfield College worked with all constituent groups to develop a strategic planning framework with links between campus planning, assessment, program review, curriculum and budget processes within the new Annual Program Review Process. The process was communicated widely to



the campus, utilizing Bakersfield College's College Council as a means to effectively disseminate information (IV.A.17.b, IV.A.17.c, IV.A.17.d).

In fall of 2011, Bakersfield College submitted a Substantive Change Report to Accrediting Commission of Community and Junior Colleges, requesting approval of 91 programs in which Bakersfield College has now moved beyond the 50 percent Distance Education threshold and requested permission to continue offering. This includes programs in which degree or certificate requirements are taught face-to-face, but the general education requirements that can be offered online move the program beyond 50 percent (IV.A.20.e).

Bakersfield College established the Accreditation Steering Committee in spring 2010 to institutionalize a dynamic accreditation process, formalize a structure of the self study within the governance process, and prepare for the onsite visitation of the Accreditation Team in 2012 as well as future accreditation visits. Bakersfield College's accreditation website serves as a repository of accreditation documents from 2000 to the present (IV.A.18, IV.A.19).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College responded in a timely and good faith manner to each recommendation made by the Commission during the last accreditation cycle. Recommendations by Accrediting Commission of Community and Junior Colleges, timelines, and institutional responses by Bakersfield College resulted in reaffirmation of full accreditation by the Commission. All documents, correspondence, and recommendations for further action are available for public examination on Bakersfield College's accreditation website (IV.A.19).

Substantial progress was made but there remains work to be done to reach expected levels of excellence by Accrediting Commission of Community and Junior Colleges. For instance, Bakersfield College has created and institutionalized an Accreditation Steering Committee into its governance structure to demonstrate a commitment to a regular and inclusive self-reflective process. The steering committee focuses on sustaining quality programs and services, ensuring institutional compliance to the Accrediting Commission of Community and Junior Colleges accreditation standards, and follows the Institutional Effectiveness rubrics for program review, student learning outcomes, and plans to move toward sustainable quality improvement as a learning organization dedicated to student success. Bakersfield College has made significant progress in all of these areas and will become even more effective as the Accreditation Steering Committee fully evolves and its efforts become an integral part of the culture of the institutional governance practices.

Actionable Improvement Plans

None



IV.A.5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

To assure the effectiveness of the Bakersfield College decision-making processes articulated in the Decision Making Document, a formative evaluation began in spring 2010. The initial “baseline” survey assessed perceptions about the adequacy of representation of employee and student groups in College level decision making, and the effectiveness of decision-making processes at Bakersfield College. Faculty, staff, and students from across the campus were surveyed and information was gathered about constituents’ location, role, and opinion of draft decision making documents. Results from the baseline survey provided feedback about this document as well as baseline information for future comparisons. Results provided a basis for improvements in the decision-making processes and corresponding changes in the document with findings and a final draft was submitted for review to College Council (IV.A.1.a).

Self Evaluation

Bakersfield College meets this standard.

Multiple surveys have been developed and distributed since the accreditation self study completed in 2006 including the Community College Survey of Student Engagement and the concurrent faculty component, the Institutional Effectiveness Survey College Council Survey, and the Decision-Making Task Force Baseline Survey. These surveys have each provided results to ensure data driven decisions (IV.A.5, IV.A.16, IV.A.9, IV.A.15).

The continual evaluation of the decision-making processes and other venues for institutional effectiveness, including an annual online survey, is the responsibility of College Council. All employees and student government representatives receive an email invitation from the Bakersfield College president to participate in the survey. College Council communicates survey results.

As a result of a year-long series of meetings that consisted of many in-depth discussions of the issues related to decision-making at Bakersfield College, the Decision-Making Task Force identified next steps and a series of recommendations. These recommendations emerged during working sessions, responses to the baseline survey about decision-making at Bakersfield College conducted in May 2010, and extensive review of existing processes and governance structures.

The overriding theme that communication is crucial to effective decision making emerged as a result of these meetings. The necessity for all College constituents to seek, use and share information constructively continues as a priority. Consistent, timely, and two-way communication needs to be embedded in campus conversations and become integrated into the expected practice of all members of the Bakersfield College community.



In order to encourage full participation in decision making, the Task Force made the following recommendations (IV.A.1.a):

Recommendation 1: Adopt the following process developed by the Decision Making Task Force when making a decision or approaching problems and issues:

- Identify
 - What is the issue/problem?
 - Who could be affected and should they be consulted?
- Solve
 - What are some possible solutions?
 - How do the solutions support the mission and goals of Bakersfield College?
- Communicate
 - How will the decision be communicated?
 - With whom shall the decision be communicated?

Recommendation 2: Identify a process for forwarding written input, suggestions and proposals to College Council to assist the president in the decision-making process. The Bakersfield College Academic Senate “Guide for Effective Senate Proposals for Change” is one tool that will be reviewed (IV.A.20).

Recommendation 3: All governance committees should provide an update or annual report to College Council that may include recommendations generated throughout the year, explanations of the committee’s progress toward implementation, or a list of the work that should continue into the next academic year. Widely distribute governance committee reports on Bakersfield College’s College Council website, making them available for consultation purposes.

Recommendation 4: Based on review, analysis, and comparison of results of the surveys conducted in spring 2010 and subsequent years, College Council will reevaluate all of the following:

- The decision-making process
- The utility of the Decision Making document
- Related training and communication

Recommendation 5: Identify examples of successes related to the decision-making process with the campus community through Bakersfield College’s College Council structure.

Recommendation 6: Review and update governance committee charges, scope and authority in accordance with the Bakersfield College goals and values annually.

Actionable Improvement Plans

None



Standard IV.A. Evidence

IV.A.1.a	DMTF Document
IV.A.1.b	ITC Meeting Notes
IV.A.2	Foundations of Excellence
IV.A.3	Renegade_Action 2012 Strategic Initiative Summaries
IV.A.4	Annual Program Review
IV.A.5	CCSSE Key Findings BC Exec Sum 2011
IV.A.6	DMTF Baseline Evaluation Spring 2010
IV.A.7.a	KCCD Board Policy Manual Contents
IV.A.7.b	KCCD Board Meeting Minutes 11-10-11
IV.A.7.c	Board Policy - Confidential and Management
IV.A.7.d	Board Policy – Description and Mission
IV.A.7.e	Board Policy – Academic Senate
IV.A.8	College Council Charge
IV.A.9	College Goals Survey
IV.A.10	College Council Minutes 20209
IV.A.11	Program Discontinuance Procedure
IV.A.12	CurricUNET
IV.A.13	Assessment Website
IV.A.14	KCCD Strategic Plan
IV.A.15	DMTF Baseline Evaluation Spring 2010
IV.A.16	Institutional Effectiveness Survey results
IV.A.17.a	KCCD Board Policy - 11E Code of Ethics
IV.A.17.b	Program Level Completion
IV.A.17.c	Assessment Report to Board 2011
IV.A.17.d	Annual Program Review
IV.A.17.e	Substantive Change Report
IV.A.18	ASC Philosophy Statement
IV.A.19	Accreditation Website
IV.A.20	Guide to Effective Senate Proposals for Change
IV.A.21	Bakersfield College Goals 2011
IV.A.22.a	Strategic Initiative Project Status
IV.A.22.b	BAM Strategic Initiatives_minutes
IV.A.23.a	SDCC Budget
IV.A.23.b	Student Engagement Conference Flier
IV.A.24	Dealing with Distressed and Distressing Students



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Page 387



Standard IV. Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief administrator.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and colleges.

Descriptive Summary

The Kern Community College District Board Policy Manual states that “the Chancellor is the Chief Executive Officer of the Kern Community College District. All functions of the Kern Community College District are directed by the Chancellor in keeping with policies established by the Board of Trustees.” In the 2011 document, The Elements of Decision Making, a detailed District wide functional mapping matrix is provided which pays particular attention to which District processes are centralized or decentralized (IV.B.1, IV.B.2).

Self Evaluation

Bakersfield College meets this standard.

The duties and responsibilities of both the chancellor and the board are clearly spelled out in the Board Policy Manual. The Kern Community College District document Elements of Decision Making is an impressive establishment of the organizational roles of the Kern Community College District and Bakersfield College.

Actionable Improvement Plans

None

IV.B.1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

Descriptive Summary

Section Two of the Kern Community College District’s Policy Manual establishes the authority and responsibility of the Board of Trustees. In section 2A1, the Board is charged with “(1) approving and adopting the policies for the operation of the Kern Community College District,” and “(2) determining that adequate funds are available to enable the staff to execute these policies....” (IV.B.3)



The 2011 the Kern Community College District Strategic Plan, which is linked on the Kern Community College District website states, in part, that “the mission of the Kern Community College District is to provide outstanding educational programs and services....” Under Values, primary emphasis is placed upon students and their success and the environment needed to support this success (IV.B.4).

The chancellor is classified as an Educational Administrator in the Kern Community College District Policy Manual, and the Policy Manual has clearly defined policies for both the selection and evaluation of Educational Administrators. The chancellor has recently been evaluated by the Board of Trustees according to these guidelines (IV.B.5, IV.B.6).

Self Evaluation

Bakersfield College meets this standard.

The Board of Trustees has been given a clear charge for establishing policies to assure both financial stability of the institution as well as the quality, integrity, and effectiveness of student learning programs and services. In addition, the Board Policy Manual clearly sets forth the policies for selecting and evaluating the Chancellor, and the Board has adhered to these policies.

Actionable Improvement Plans

None

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- IV.B.1.a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.***
-

Descriptive Summary

The Kern Community College District service area is divided into five segments for elected representatives. Of the seven members of the Kern Community College District Board of Trustees, two members represent central Bakersfield, two represent southwest Bakersfield, and one each represents Porterville, Ridgecrest, and northeastern Kern County. A student member serves on the board for a one-year term and is chosen by the student government association of Bakersfield College. The student trustee represents a different college each year on a rotational basis (IV.B.7).

Under Standards of Good Practice in the Board Policy Manual, the Board states its belief that “It derives its authority from the community and that it must always act as an advocate on behalf of the entire community,” and that “It endeavors to remain always accountable to the community.” Also under Standards of Good Practice, the Board states that “Its Trustee members vote their conscience and support the decision or policy made,” and that “It honestly debates the issues affecting its community and speaks with one (1) voice once a decision or policy is made” (IV.B.8).

Self Evaluation

Bakersfield College meets this standard.



The Kern Community College District service area established in the Board Policy Manual reflects the public interest in board activities and decisions. The Board of Trustees also has clear language in the Policy Manual which states its responsibility to act as a whole for the good of the institutions it serves. The Board members have upheld their charge to act as a whole after healthy debate and discussion.

Actionable Improvement Plans

None

IV.B.1.b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

The Kern Community College District Mission Statement is listed on the home page of the Kern Community College District web page: "The mission of the Kern Community College District is to provide outstanding educational programs and services that are responsive to our diverse students and communities" (IV.B.9).

Directly under the Kern Community College District Mission Statement on the Kern Community College District home page is a link to the Kern Community College District Strategic Plan which elaborates on how this mission will be accomplished by "anticipating and preparing to meet challenges; by continually assessing and prioritizing programs, services, and community needs," and by "seeking the resources to function effectively" (IV.B.4).

Section 2A1 of the Board Policy Manual states that the Kern Community College District Board of Trustees "as the controlling body of the Kern Community College District is charged with: (1) approving and adopting the policies for the operation of the Kern Community College District, (2) determining that adequate funds are available to enable the staff to execute these policies, and (3) acting as a board of appeals" (IV.B.3).

In addition, in the Educational Values section of the Board Policy Manual, it is stated that "The Board of Trustees and the staff of the Kern Community College District value the teaching/learning process; individual students and staff; (and) change and efforts to improve learning" (IV.B.10).

Self Evaluation

Bakersfield College meets this standard.

The Board consistently exercises its responsibilities according to Board policy and the laws and regulations set forth by the Board of Governors of the California Community Colleges.

Actionable Improvement Plans

None



IV.B.1.c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Descriptive Summary

Section 2A1 of the Board Policy Manual states that “the Board of Trustees of the Kern Community College District is the governing body of the Kern Community College District.... The Board shall exercise all the powers, duties, responsibilities and obligations given to it by law. Its primary function is the determination of general policies for and exercise of general supervision of the Kern Community College District. The details and administration thereof shall be carried out by its officers and employees” (IV.B.3).

Section 10A5A3 of the Board Policy Manual indicates that “the Chancellor shall act both as a professional advisor of the Board in the formulation of policies for governing the Kern Community College District and as chief executor of the policies adopted by the Board. All powers and duties delegated to the Chancellor are to be executed in accordance with the policies adopted by the Board, and all acts performed by the Chancellor which are classed in the law as discretionary are subject to review and final approval by the Board....” Section 10A5A4 stipulates that the chancellor as chief executive officer of the board “shall have specific powers and duties and shall be directly responsible to the Board for the proper exercise” (IV.B.11).

Self Evaluation

Bakersfield College meets this standard.

The Board is recognized in policy and in practice by District constituents, as the ultimate authority and sole governing body of the Kern Community College District. There are no entities inside or outside the Kern Community College District which supersede the Board of Trustees.

Actionable Improvement Plans

None

IV.B.1.d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Descriptive Summary

The Board Policy Manual is published, regularly updated, and made available to all District employees and the public. It is available on the Kern Community College District website home page with a link under Services and Information. People pressing this link are given a contact person, email address, and phone number if they have any questions about the Board Policy Manual. Hard copies are available at the campus and centers of each college (IV.B.9).

Section 2B of the Board Policy Manual, Organization of the Board of Trustees, sets out the composition, election of members, election of officers, secretary to the Board, duties of officers, and committees. Section 2C specifies how meetings are to be conducted, including schedule, rules of proceedings, agendas, order of business, securing Board



action, speakers, minutes of meetings, and public access of materials to be discussed (IV.B.12).

Self Evaluation

Bakersfield College meets this standard.

The Board of Trustees and District personnel have effectively delineated and distributed the board's operating policies.

Actionable Improvement Plans

None

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

Board policy changes are reviewed by the Consultation Council, which is comprised of the chancellor, vice chancellors, college presidents, Academic Senate presidents, the Community College Association president, the California Schools Employees Association presidents, the Management Association representative, and student representatives from each College, and may be recommended by the various participatory governance groups within the Kern Community College District. Initially, these changes are brought to the council as information, allowing the members to solicit input from their constituent groups before the change is added to the agenda for action. Once the council members have reached agreement, these recommended policy changes are brought to the board for review and approval.

Section 1C2 of the Board Policy Manual states that "recommendations for policy amendments shall be presented to the Board of Trustees.... Unless unusual circumstances exist, such recommendations shall be presented at one (1) meeting for information, with Board action at a subsequent meeting" (IV.B.13).

Self Evaluation

Bakersfield College meets this standard.

Procedures are in place for the continual monitoring and updating of the board's policies and procedures. The board follows board policy. In this last accreditation cycle, no formal charges of deviation from board policy have been raised by any District personnel.

Actionable Improvement Plans

None



IV.B.1.f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

The four-year terms of the board members are staggered in an effort to provide continuity of membership. Appendix 2B1b of the Board Policy Manual lists the terms and expiration dates of the board members: the term for board members in Trustee Areas I, II, and V are set to expire in 2014, whereas the term for board members in Trustee Areas III and IV are set to expire in 2012 (IV.B.14).

New board members are oriented by the chancellor and board president and encouraged to attend the new trustee orientation held at the state level. In addition, the board has regular training sessions at its meeting which are called "Work Study Sessions." More than 15 work study sessions have been held by the board since 2010. A partial list of training topics covered includes curriculum overview, economic and workforce development, presentation of the accountability report for community colleges, impact of budget reductions to Bakersfield College, California leadership alliance for student success, and facilities planning and construction program review and assessment (IV.B.15).

Several board members have also participated in the last three years of the Kern Community College District Leadership Academy, a leadership training program for personnel from across the Kern Community College District (IV.B.16).

Self Evaluation

Bakersfield College meets this standard.

The board effectively provides for staggered terms of office and continuity of board membership. Members of the board have shown commitment to lifelong learning by scheduling regular work study sessions with the primary purpose of educating themselves on a variety of matters affecting the operation of the Kern Community College District.

Actionable Improvement Plans

None

IV.B.1.g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Descriptive Summary

In 2007, the board approved section 2E of the Board Policy Manual, Board Self-Evaluation. In October of every odd-numbered year, the Secretary shall provide an agreed-upon evaluation instrument to each board member, and each board member will complete the evaluation instrument and submit responses to the Secretary of the Board (the chancellor). A written summary of the evaluations is to be presented in a written communication to the board members by December, and the board shall take



appropriate action in response to the evaluation summary during a public meeting. The goals of the board self-evaluation are to identify past accomplishments, identify annual goals, clarify roles, enhance harmony and understanding, improve effectiveness and efficiency of board meetings, and set policies for the benefit of students, employees, institutions, and citizens of the Kern Community College District.

The board, following board policy, carried out board self-evaluations in 2007, 2009, and 2011. The board self-evaluations were carried out in closed session, and then the results of the self-evaluation were discussed publicly at the start of the next year (IV.B.17.a).

Self Evaluation

Bakersfield College meets this standard.

The board has created and implemented a board self-evaluation process. According to Section 2E2A, the board will review their procedures for self-evaluation every five years, so they are on track for modeling “continuous quality improvement” to District personnel.

Actionable Improvement Plans

None

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The Statement of Ethics in the Board Policy Manual was revised in October 2007. A five-part process for violations of ethical standards is now outlined. According to Section 2G2 of the Policy Manual:

1. Charges by any person that a board member has violated laws and regulations governing board members or the board's statement of ethics will be directed to the chancellor. The chancellor shall deliver the charges to the board president or vice president for appropriate action.
2. Charges filed will be investigated in a manner that provides professional assessment and confidentiality.
3. If the alleged behavior violates board policy on ethical conduct, the board president or vice president shall alert the board member in question and seek corrective action.
4. If further action is deemed necessary, the board president or vice president may appoint an ad-hoc committee of the board officers to examine the matter and recommend a course of action to the board. The board may discuss the violation at the board meeting and affirm its policy expectations, and/or the board may move to censure the trustee.
5. If alleged behavior violates laws governing board behavior, the president or vice president of the board and chancellor are authorized to consult with legal counsel and refer the matter to appropriate authorities as provided by law (IV.B.18).

Self Evaluation

Bakersfield College meets this standard.



A complete process for dealing with ethics violations has now been developed and implemented. In addition, there is a button labeled “Ethics Violation: if you see it, report it (Fraud, Misconduct, Harassment, Abuse)” on the Kern Community College District website to report ethics violations anonymously, so the Kern Community College District is implementing processes to make the reporting of ethics violations simple and safe (IV.B.19).

Actionable Improvement Plans

None

IV.B.1.i *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

The board has an Evaluation/Accreditation committee currently chaired by a Board trustee. Two other Board trustees also serve on the Evaluation/Accreditation committee. Their service on this committee is noted on the Board of Trustees page of the Kern Community College District website. The charge of this committee is to keep the board informed about Accreditation matters (IV.B.19).

At the October 2011 board meeting, the board members received accreditation reports from all three colleges. The board has scheduled an update for March 2012. In addition, the board’s accreditation committee will review the Self Evaluation in May. The full board will review the completed Self Evaluation at its June 2012 meeting (IV.B.20).

Self Evaluation

Bakersfield College meets this standard.

The board is actively involved in the Kern Community College District accreditation process, and board members are making themselves a visible, public part of the process.

Actionable Improvement Plans

None



IV.B.1.j. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of colleges.*

Descriptive Summary

According to section 2A2 of the Board Policy Manual, the Board of Trustees "...shall elect a Chancellor and such other officers as may be required and fix their compensation and terms of office. The Board shall hold the Chancellor responsible for the efficient administration and supervision of the entire system and shall evaluate the Chancellor" (IV.B.21).

In section 10 of the Board Policy Manual, the responsibilities of both the chancellor (10A5A1-23) and the Bakersfield College president (10A5B1-25) are set forth. According to section 10A5A-21, "The chancellor shall be responsible for the general efficiency of the Kern Community College District and for the development of the teaching, administrative and support staffs, instructional programs and services, and for the growth and welfare of the students." Section 10A5A22 clarifies that the chancellor may delegate powers and duties, but "...in every instance shall continue to be responsible to the Board for the execution of the powers and duties delegated" (IV.B.22).

The Kern Community College District Human Resources Department has on file a job description for the Kern Community College District chancellor. Twenty one examples of duties are listed in this job description which clarifies the responsibilities and authority of the chancellor (IV.B.23).

In addition, the Kern Community College District has an official Employment Agreement For chancellor of the Kern Community College District. The current employment agreement is effective July 1, 2009 to June 30, 2013. Section 7 of the Employment Agreement sets forth the Chancellor's duties and responsibilities, and Section 8 clearly sets out in four paragraphs the process for evaluating the chancellor (IV.B.24).

The selection of both the chancellor and college presidents is guided by Section 10B1-3 of the Board Policy Manual, which deals with confidential and management employees. The evaluations of the both the chancellor and college presidents uses the Confidential and Management Evaluation Forms, including Appendix 10E2, Suggested Timeline For Confidential and Management Evaluation Process (IV.B.25, IV.B.26, IV.B.27).

Self Evaluation

Bakersfield College meets this standard.



The responsibilities and powers of the chancellor are clearly spelled out in the Board Policy Manual, the Chancellor Job Description, and the Chancellor Employment Agreement. The Chancellor Employment Agreement has a detailed accounting of the chancellor evaluation process. The evaluations of the Bakersfield College president have been systematically formalized in the Board Policy Manual.

Actionable Improvement Plans

None

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- IV.B.2.** *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Descriptive Summary

The president is the chief administrative/educational officer of Bakersfield College. The president reports to the chancellor and is responsible for the total College program. The president provides leadership for the Bakersfield College community. The president is responsible for planning, overseeing, and evaluating the administrative structure and staffing of Bakersfield College. The president works with the President's Cabinet, which is comprised of senior administrators and budget managers, to ensure that resources are efficiently managed and the recommendations are effectively implemented. The Bakersfield College president takes recommendations made by Bakersfield College's College Council, governance/constituency groups, employee groups, standing committees, operational groups and interest groups. These recommendations are based on the mission, vision, and goals of Bakersfield College (IV.B.36, IV.B.32).

Self Evaluation

Bakersfield College meets this standard.

In the Bakersfield College Employee Accreditation Survey of fall 2011, 100 percent of College Council members responding agreed that the president provides effective leadership. Seventy-nine point four percent of those not involved in College governance also agreed (IV.B.42.a).

Actionable Improvement Plans

None

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- IV.B.2.a.** *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Descriptive Summary

Board Policy states: "As the executive head of a College, the President is responsible to the Chancellor of the Kern Community College District. As chief administrator of Bakersfield College, the President shall be responsible for maintaining the policies,



procedures, rules, and regulations as set forth by the Chancellor, the Board of Trustees, the California Education Code, the Board of Governors of the California Community Colleges, and the general laws of California and of the United States of America. The President shall have the authority to delegate areas of responsibility as permitted by law" (IV.B.28).

Administrative staff evaluations are conducted following Board Policy and often involve evaluative input from a broad range of College personnel (IV.B.29).

Self Evaluation

Bakersfield College meets this standard.

An interim president is currently leading Bakersfield College. The previous president of Bakersfield College started July 1, 2008 and elected to return to the classroom in spring of 2012. A presidential search is underway at this time. The president provides effective leadership and assumes the responsibilities as outlined in Board Policy. In the Bakersfield College Employee Accreditation Survey of fall 2011, 74 percent of Bakersfield College employees answered yes to the question: "The president provides effective leadership" (IV.B.42.a).

The level of administrative staff positions is adequate to manage Bakersfield College. It is the president's expectation that administrators are responsible for their areas while he provides overarching leadership.

Actionable Improvement Plans

None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- ***establishing a collegial process that sets values, goals, and priorities;***
- ***ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- ***ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and***
- ***establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary

In consultation with Bakersfield College's College Council, the president establishes annual institutional goals that are included in the update of the Educational Master Plan. These institutional goals reflect the ongoing effort to continually improve the effectiveness of Bakersfield College's operations through implementation and evaluation of the Educational Master Plan. They are based on Bakersfield College's mission and vision. Research guides and informs the units of Bakersfield College as they plan for the future (IV.B.31).



A range of participatory governance committees address the related issues of institutional planning and review, budget development, and institutional effectiveness. These committees provide direct input to Bakersfield College's College Council (IV.B.32).

Self Evaluation

Bakersfield College meets this standard.

The president provides leadership that fosters consensus building and collegial governance. The Annual Program Reviews, completed by departments and incorporated into the Educational Master Plan, are the driving force in budget development and institutional assessment. Staffing needs are based on growth and need projections recorded in each plan. The Office of Institutional Research and Planning provides a wide range of data which is integrated into the departments' Annual Program Review (IV.B.33).

Actionable Improvement Plans

None

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- IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.***
-

Descriptive Summary

The president directs the efforts of Bakersfield College to ensure that it adheres to state laws and statutes and District policies and procedures.

The President's Cabinet (consisting of direct reporting to the president) meets three times a month to discuss recommendations from Bakersfield College's College Council and to provide assistance and direction to the president in the implementation of policies and statutes. The Administrative Council (the management team) meets monthly as well (IV.B.32).

Self Evaluation

Bakersfield College meets this standard.

The president provides effective leadership and ensures that all statutes, regulations, and board policies and procedures are consistently applied.

Actionable Improvement Plans

None

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- IV.B.2.d. The president effectively controls budget and expenditures.***
-

Descriptive Summary

Bakersfield College's College Council and its Budget Committee provide general oversight to the development of the Bakersfield College budget, including the development of budget priorities. All budget managers are responsible for management



of their budgetary allocations, but the president maintains final authority and responsibility for the budget and expenditures (IV.B.34).

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College president holds weekly meetings with the executive director of administrative services to monitor budgets and expenditures. There is a standing agenda item for the twice-monthly College Council concerning the status of the budget (IV.B.35.a).

Actionable Improvement Plans

None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president is the chief administrative/educational officer of Bakersfield College. The president reports to the chancellor and is responsible for the total College program. The president provides leadership for Bakersfield College community. The president is responsible for planning, overseeing, and evaluating the administrative structure and staffing of Bakersfield College. The president works with the President's Cabinet, which is comprised of senior administrators and budget managers, to ensure that resources are efficiently managed and the recommendations are effectively implemented. Bakersfield College president takes recommendations made by Bakersfield College's College Council, governance/constituency groups, employee groups, standing committees, operational groups, and interest groups. These recommendations are based on the mission, vision, and goals of Bakersfield College (IV.B.36, IV.B.32).

Bakersfield College's administrative structure is outlined in the organizational chart. The president, along with faculty and managers, supports Bakersfield College's annual program review and master planning funding cycle. Through this process, educational planning is integrated with resource planning and distribution (IV.B.37).

In the 2008–2009 academic year the president, in consultation with the existing College Council and Academic Senate, instituted a change in Bakersfield College's College Council structure during his first year as president. This structure was designed in part to allow for more effective communication with all employees having a specified representative on the council (IV.B.38).

The president regularly attends College events, and frequently represents Bakersfield College at local functions and at state wide events.

Self Evaluation

Bakersfield College meets this standard.

Bakersfield College president, working with the Kern Community College District and College administrators, ensures the implementation of federal and state statutes, regulations, and board policies.



The president delegates authority appropriately within an administrative structure that reflects the size, complexity, and mission of Bakersfield College. The Bakersfield College president follows the collegial process for setting values, goals, and priorities, and for maintaining the integrity of Bakersfield College at all levels. He meets with and shares information from Chancellor's Cabinet with President's Cabinet, College Council, and the Budget Committee as appropriate. He also relies on information exchange with the Academic Senate president, Student Government Association president, the California Schools Employees Association president, and representatives from all employee groups at Bakersfield College's College Council meetings through regular meetings.

One of the most important tasks facing the president and Bakersfield College is to plan for improvements and expansion of Bakersfield College's facilities. Bakersfield College's service area is one of the most rapidly growing communities in the state. The president is responsible for ensuring appropriate input from all constituent groups and overseeing the planning process for facilities improvement and new construction. There is a standing Facilities Planning Subcommittee with regular reports to Bakersfield College's College Council (IV.B.35.a).

Actionable Improvement Plans

None

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- IV.B.3. *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of colleges. It establishes clearly defined roles of authority and responsibility between colleges and the district/system and acts as the liaison between colleges and the governing board.***
-

Descriptive Summary

In 2011 the Kern Community College District developed its most recent three-year strategic plan with input through Consultation Council. In addition, it developed the Kern Community College District decision making document, The Elements of Decision Making, which delineates the role and responsibilities of the Kern Community College District (IV.B.2, IV.B.4).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None



IV.B.3.a. *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of colleges and consistently adheres to this delineation in practice.*

Descriptive Summary

The Kern Community College District exists to ensure compliance with the law and board policy, to provide leadership and coordination of District wide endeavors, and to advocate for all member colleges. The Kern Community College District follows transactions for appropriateness and compliance with policy and state law. The Kern Community College District also provides centralized services, such as Information Technology, human resources, and Business Services.

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College Decision Making document, The Elements of Decision Making, clearly delineates the role and responsibilities of the Kern Community College District. In addition, these roles and responsibilities are clearly defined in the Kern Community College District board policy manual. The Kern Community College District services are evaluated annually or biannually via the Standing Committees in the areas of Information Technology, Human Services and Business Services, as well as, the evaluation embedded in the Decision Making document (IV.B.2).

Actionable Improvement Plans

None

IV.B.3.b. *The district/system provides effective services that support colleges in their missions and functions.*

Descriptive Summary

The Kern Community College District Chancellor's Cabinet, the Kern Community College District Consultation Council, the Budget Allocation Model, the vice presidents meetings, the Kern Community College District wide standing committees in Instructional Technology, Business Services, human resources, Student Services, Financial Aid and Career and Technical Education provide feedback and evaluation regarding the effectiveness of District services. In addition, the Kern Community College District researcher provides data gathered from climate surveys and other reports to assist in evaluating meeting Bakersfield College's missions and functions.

Self Evaluation

Bakersfield College meets this standard.

Due to results of the Bakersfield College Employee Accreditation Survey of fall 2011, Bakersfield College has developed the following Actionable Improvement Plan to work closely with the Kern Community College District to ensure that these concerns are clarified through additional research and addressed as needed.



Actionable Improvement Plans

Actionable Improvement Plan #4

Bakersfield College recommends that the Kern Community College District and College work collaboratively to:

- Develop, implement, and evaluate an annual review of human resources services at Bakersfield College, including EthicsPoint.
- Provide clarification to College employees on the roles or functions of human resources positions to improve understanding and allow for more effective operations.
- Develop, implement, and evaluate an annual survey to all employees regarding Bakersfield College's and District's adherence to written policies in employment procedures, ensuring fairness in all employment procedures. Initial research will focus on validating and clarifying current responses to develop a benchmark.
- Develop, implement, and evaluate an annual survey to all employees who serve on screening committees to evaluate the effectiveness and efficacy of the screening process itself.

IV.B.3.c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of colleges.*

Descriptive Summary

A collegially and collaboratively developed budget allocation model (BAM) determines the distribution of resources. The model was evaluated this past year (2010–2011), and recommendations were made and vetted, and some recommendations were approved (IV.B.35.b).

Self Evaluation

Bakersfield College meets this standard.

Actionable Improvement Plans

None

IV.B.3.d. *The district/system effectively controls its expenditures.*

Descriptive Summary

Section 3A of The Board Policy Manual details District fiscal policies, including budget, budget income and expenditures, and budget control. Section 3A1A3 states: "The annual Budget shall not exceed estimated revenues for the Budget year excluding District wide or College reserves" (IV.B.39).

Section 3A1A6 of The Board Policy Manual addresses policy maintaining reserves: "District wide unrestricted general fund reserves shall be no less than five percent." The Board of Trustees Goals affirmed January 8, 2009 to include goal number 4, to "improve fiscal stability by maintaining a balanced budget and incrementally increase the Kern Community College District wide unrestricted contingency reserve (excluding College carryover) to at least ten percent."



The Kern Community College District consistently ends each fiscal year with balances exceeding the minimum five percent (IV.B.39, IV.B.40.a, IV.B.40.b, IV.B.40.c).

The Independent Auditors' Report expresses an unqualified opinion on the financial statements of the Kern Community College District for the fiscal year ending June 2010. (IV.B.41.a)

The Bakersfield College Employee Accreditation Survey of fall 2010 asked employees to respond to the following statement: "The Kern Community College District effectively controls its expenditures." 84.7 percent of College administrators agreed. Forty-five point four percent of classified staff and 55.7 percent of faculty disagreed (IV.B.41.a).

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College District continues to maintain a healthy reserve and has planned for the varying degrees of state budget related financial instability.

Survey results reveal differences in perception of the Kern Community College District's control of expenditures. The Budget Committee, co-chaired by the Bakersfield College president and the Academic Senate president, has recommended a monthly budget newsletter. As a result, the president and chancellor have provided periodic budget updates (IV.B.41.b).

Actionable Improvement Plans

None

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of colleges.

Descriptive Summary

Sections 10A5A1 and 10A5B1 of the Board Policy Manual describe the roles and duties of the Kern Community College District chancellor and the Bakersfield College president. The chancellor is the chief executive officer of the Kern Community College District. The Bakersfield College president is the executive head of Bakersfield College and is responsible to the chancellor. The October 2011 document, The Elements of Decision Making, details the process of decision making at the Kern Community College District level and provides a functional mapping for the Decision Making Chart. The Bakersfield College president serves as a member of the Chancellor's Cabinet, which is the "clearing house for the consideration of all proposals for creation of or amendments to Board Policies and Procedures as well as considering other issues that may require decisions" (IV.B.43, IV.B.2).

The Bakersfield College president is evaluated following policy and procedure outlined in Section 10E of the Board Policy Manual: Confidential and Management Evaluation (IV.B.5).



Self Evaluation

Bakersfield College meets this standard.

The roles of the chancellor and the president are clearly defined.

Actionable Improvement Plans

None

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- IV.B.3.f. *The district/system acts as the liaison between the colleges and the governing board. The district/system and colleges use effective methods of communication, and they exchange information in a timely manner.***
-

Descriptive Summary

The Kern Community College District Consultation Council aims to facilitate timely, factual, and clear communication between constituents and the chancellor as a means to help make informed District wide decisions. Members include the chancellor, vice chancellors, college presidents, Academic Senate presidents, the Community College Association president, the California Schools Employees Association presidents, the Management Association representative, and student representatives from each College (IV.B.2).

Board of Trustees meetings are now Live Streaming, with an archive of past meetings. The most recent participatory governance workshop, February 11, 2011, is also among the archives (IV.B.44)

The Bakersfield College Employee Accreditation Survey of fall 2011 asked employees to respond to the following statement: "The Kern Community College District and colleges effectively communicate." Sixty-one point six percent of College administrators agreed. 52.2 percent of classified staff and 63.3 percent of faculty disagreed (IV.B.42.a).

The survey also asked employees to respond to this statement: "The Kern Community College District and Bakersfield College exchange information in a timely manner." Responses to this statement were consistent across employee groups: 50 percent of administrators disagreed, as did 47.8 percent of classified staff and 50.6 percent of faculty (IV.B.42.a).

The Kern Community College District conducted a confidential Climate Survey in 2011-2012. The results of the report identified one significant area of concern relating to communication between Bakersfield College and the Kern Community College District. At Bakersfield College, only 47 percent of employees agree that relevant information affecting the Kern Community College District as a whole is communicated throughout the Kern Community College District and that information flows upward through the organizational structure. Only 43 percent agree that information flows downward through the organizational structure (IV.B.42.b).

Self Evaluation

Bakersfield College meets this standard.

While Consultation Council endeavors to facilitate timely, accurate, and clear communication between constituents and the Chancellor, survey results reveal that



approximately 50 percent of all employee groups disagree that a timely exchange of information between the Kern Community College District and College exists. The new District document The Elements of Decision Making addresses the concerns revealed by the survey.

Actionable Improvement Plans

None

IV.B.3.g. *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Descriptive Summary

Bakersfield College developed its Decision Making Document in 2010 through the efforts of the Decision Making Task Force and the input of various College groups, including the Academic Senate and College Council. Recommended changes go to College Council for action. In fall 2011 the Kern Community College District developed a similar document: The Elements of Decision Making, which details District decision making processes. Feedback was developed through Consultation Council (IV.B.45, IV.B.2).

The Kern Community College District regularly participates in governance workshops led by the Community College League of California and the Academic Senate for California Community Colleges. The most recent workshop was held in February 2011 (IV.B.46).

College and employee group representatives give regularly scheduled reports at Board of Trustee meetings and are responsible for reporting on behalf of and to their constituent groups from Consultation Council at the Kern Community College District level and College Council at the Bakersfield College level.

Self Evaluation

Bakersfield College meets this standard.

The Kern Community College District and College continue to document, evaluate, and improve governance and decision making processes.

Actionable Improvement Plans

None



Standard IVB. Evidence

- IV.B.1 Board Policy Manual, 10A5A1
IV.B.2 The Elements of Decision Making, 2011 District Document
IV.B.3 Board Policy Manual, Section 2A1
IV.B.4 September 7, 2006 KCCD Strategic Plan, pp. v-vi
IV.B.5 Board Policy Manual, 10B3H and 10E
IV.B.6 September 8 2011Board Agenda
IV.B.7 Board Policy Manual Section 2B1a and Appendix 2B1a
IV.B.8 Board Policy Manual 2F1
IV.B.9 KCCD website homepage
IV.B.10 Board Policy Manual 1B2A
IV.B.11 Board Policy Manual section 10A5A3 and section 10A5A4
IV.B.12 Board Policy Manual Section 2B and Section 2C
IV.B.13 Board Policy Manual Section 1C2
IV.B.14 Board Policy Manual Appendix 2B1b
IV.B.15 KCCD Board of Trustees Training
IV.B.16 KCCD Leadership Academy Program Overview
IV.B.17.a Board Meeting Minutes October 2007
IV.B.17.b Board Meeting Minutes October 2009
IV.B.17.c Board Meeting Minutes October 2011
IV.B.18 Board Policy Manual Section 2G2
IV.B.19 Board of Trustees webpage, KCCD website
IV.B.20 October 6, 2011 Board Agenda
IV.B.21 Board Policy Manual Section 2A2
IV.B.22 Board Policy Manual Section 10A5A21 and Section 10A5A22
IV.B.23 Chancellor Job Description
IV.B.24 Employment Agreement For Chancellor of the Kern Community College District
IV.B.25 Board Policy Manual 10B1-3
IV.B.26 Confidential and Management Evaluation Survey
IV.B.27 Board Policy Manual Appendix 10E2
IV.B.28 Pres Duties Board Policy 10A5B
IV.B.29 Section 10 E Confidential management Employee Eval
IV.B.30 Employee Survey President and District Responses
IV.B.31 Ed Master Plan 2010-11 update
IV.B.32 DMTF-16nov10
IV.B.33 APR_2011-12_Art Department
IV.B.34 criteria-31may2011
IV.B.35.a College Council agenda 11 4 11
IV.B.35.b BAM Evaluation 2011 Recommendations 24 April 11
IV.B.36 Pres Job Description
IV.B.37 BC Org Chart 8-11
IV.B.38 College Council Charge
IV.B.39 Board Policy Manual Section 3
IV.B.40.a 311A FY 2007-08
IV.B.40.b 311A FY 2008-09
IV.B.40.c 311A FY 2000-10
IV.B.41.a KCCD Annual Financial Report YE 2010
IV.B.41.b 4-9-12 Budget Update from President's Office
IV.B.42.a Employee Accreditation Survey by Role
IV.B.42.b KCCD Climate Survey 2011-12



IV.B.43	Board Policy Manual Section 10
IV.B.44	KCCD Live
IV.B.45	DMTF
IV.B.46	Bakersfield Scenarios



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Page 409







Dr. Norman Levan, Philanthropist

"Bakersfield College is an excellent school and one of the pearls of the Central Valley. It is deserving of [my] support for that reason. Bakersfield College students leave stronger for their educational and career futures."

Appendix 1: Responses to Planning Agendas from the 2006 Accreditation Self-Evaluation

Standard 1.A

Planning Agenda: By the end of 2006–2007, the president, in conjunction with College Council, will establish an annual mission statement review process and will update all postings of the mission statement as appropriate.

Bakersfield College's prior accreditation self-evaluation report stated the need for a formalized process to review and approve the Bakersfield College mission statement in a planning agenda. In the Midterm Report of 2009 Bakersfield College reported that the mission statement was reviewed and approved by College Council in May 2008 as part of the Renegade 2012 Strategic Plan and adopted by the Board of Trustees in June 2008. The mission statement will be reassessed each spring by College Council (I.A. 23, I.A.24, I.A.25).

Planning Agenda: Monitor and revise the processes inherent in the development and processing of campus learning outcomes at all levels. This responsibility is shared across campus, but more direct oversight is provided at various levels by College Council, Office of Student Learning, Academic senate, and the assessment coordinator.

Under the guidance of the Office of Academic Affairs (formerly the Office of Student Learning), campus learning outcomes have been developed at all levels, but at different rates.

Student learning outcomes were first developed at the course level, starting in 2004–2005. In fall 2005, the Curriculum Committee required the inclusion of student learning outcomes on all new and revised course outlines (I.A.37).

In 2007, the General Education Subcommittee of the Curriculum Committee researched and developed the learning outcomes represented in the General Education Pattern. After a lengthy review, the General Education Pattern was accepted by Academic Senate in February 2009 (I.A.38).

By 2008, campus programs (instructional, student services and administrative) began detailing their program level outcomes within their unit plans. The unit plans are compiled annually as an integral part of the Educational Master Plan. These annual unit plans identify each program's learning outcomes; the instructional units also include a chart that delineates the student learning outcomes for each course.

In fall 2008, programs were directed to initiate an assessment improvement cycle by identifying one of their learning outcomes to assess in that academic year. The Assessment Committee provided training sessions and feedback on how to prepare these initial plans. Every year, these training sessions will be provided. Each assessment plan explained how each unit reviewed its own results and worked collaboratively to take the next step: re-assess, improve curriculum, upgrade expectations, etc. (I.A.39).

In spring 2009, a second round assessment was coordinated to complete the cycle, before starting the process over again in fall 2009. Eventually, all outcomes for each program will have been assessed through the ongoing assessment improvement



process that describes each program's next logical step every year. For some programs, the same outcome assessment might be repeated each year to establish a clear trend in the data, while others may assess a resulting change looking for increased improvement.

During this inaugural assessment cycle, a majority of Bakersfield College's units submitted plans. There were 43 units, which were comprised of 67 programs. Fifty-six (84 percent) of those programs submitted assessment plans that identified at least one program level outcome; however, 52 (78 percent) of the assessment plans summarized at least one program level outcome with an implementation cycle. The expectation is that every program will participate in the assessment improvement cycle by fall, 2012 and will record the results in their unit plans. The Assessment Completion Matrix lists all the programs and the status of each program's submission (I.A.40).

Future plans include providing training workshops annually for those on campus that need support. The assessment plans will be integrated into the Annual Program Reviews that are included in the annual Educational master Plan. The Annual Program Reviews will update and revise learning outcomes as needed in response to the results of each year's assessment cycle. College Council will review the entire process as part of its annual updating of College goals, which become the focus of each year's educational master plan and strategic planning process.

Standard 1.B.

Planning Agenda: Bakersfield College will continue to formalize its processes and systems through systematic review and revision. The initial steps in 2005–2006 include clarifying and maintaining approved procedures at all levels of decision-making across campus. Having such expectations and priorities in place lays a strong foundation that can efficiently and effectively support collegial dialogue and decision-making, even in times of crisis. Each committee will take responsibility for making explicit its role in campus decision-making, so those connections become evident to all on campus.

In addition to the summary of activity listed in the Midterm Report, Bakersfield College has made the following progress:

Decision-Making Document

In 2009 the Bakersfield College president formed a subcommittee of College Council, the Decision Making Task Force, comprised of administrators, faculty, and classified staff, and charged the Decision Making Task Force with identifying and documenting in a clear and concise way, the specific steps involved in reaching decisions at Bakersfield College. In order to do this, the Decision Making Task Force reviewed the Bakersfield College Mission, Vision, and Values, and developed assumptions based on those. the Decision Making Task Force developed a philosophy statement delineating the value Bakersfield College employees place on participatory governance, and the ultimate goal of improving participation and communication throughout the campus community. The Decision Making Task Force documented the decision-making process and constituency roles in that process in the Decision Making Document and posted on Bakersfield College's College Council web page.

To ensure the effectiveness of College level decision-making processes as described in this document, a formative evaluation began in spring 2010. The initial baseline



survey assessed perceptions about the adequacy of representation of employee and student groups in College-level decision making, and the effectiveness of decision-making processes at Bakersfield College. It also included items about constituents' location, role, and opinion of draft documents. Results from the baseline survey provided feedback about this document as well as baseline information for future comparisons. Results provided a basis for improvements in the decision-making processes and corresponding changes in the document.

Committee Planning and Reporting

In August 2011, the committee co-chairs agreed to begin an annual progress reporting process to College Council on the committees' progress toward meeting goals. The report includes committee accomplishments, alignment of committee goals with College goals and the Kern Community College District strategic plan initiatives, and progress toward achieving goals.

Each committee submits a progress report to the president's office periodically during the academic year. The first report, due in September, reviews accomplishments in the third reporting period of the previous year. The second report, due in December, is a mid-year report outlining progress made to date. The third report, due in April, is the year-end list of accomplishments and strategy for the following year. Copies of the reports go to College Council, Accreditation Steering Committee, and Academic Senate.

College Council summarizes the committee goals in two ways. A one page summary matrix lists the committees in the first column and goals in the next seven columns, and checks which committee is working on each College goal. Following the summary, for each College goal there is a list of specific committee goals. This is progress toward assuring that there is little or no duplication of committee effort and that each committee focuses on its charge.

Planning Agenda: Bakersfield College will formalize a process for setting institutional budget priorities for institution wide initiatives that are not carried out at the departmental level. The president, through College Council will take the lead on making this goal a reality.

In addition to the summary of activity listed in the Midterm Report, Bakersfield College has made the following progress:

Budget Criteria

A Budget Committee formed in 2010–2011. The focus this committee was to identify specific criteria for budget decisions, including: (a) support student success, (b) budget changes that impact success, (c) remember core mission, (d) consider program sustainability/support service sustainability, (e) consider community impact and needs, and (f) data are informed and explainable.

The committee developed the Bakersfield College Budget Decision Criteria for those making budgetary recommendations. The budget decision criteria provide a framework with general criteria regarding College goals, core mission, student success, program and service sustainability, as well as criteria related to facilities, technology, health and safety, legal requirements and state mandates, and human resource needs.



Planning Agenda: Bakersfield College will improve institutional effectiveness to continually work to improve communication at all levels. Each administrator and all committee chairs will take responsibility for making sure this goal is addressed across campus. This goal has a range of areas that will be explored to help make certain all levels of ongoing effective communication are being attended:

- *Seek appropriate input on all matters through established processes but also by assuring appropriate staff members are participating when any task force or review process is underway. All constituency groups—faculty, staff, students, and administrators—need to be heard and valued as any decision unfolds. Those who will implement a specific process change, for example, may have valuable insights on exactly what changes are needed to ensure quality improvement.*
- *Once decisions and actions are finalized, share the outcome across campus. Eliminating surprises regarding the campus learning and working environments can help people feel more in control of their environments. Change is inevitable and sometimes hits fast, but effective, systematic ongoing communication avenues (online updates, open forums, regular meetings and reports, special notices and convocations, for example) help maintain a crucial sense of community needed for the campus.*

In addition to the summary of activity listed in the Midterm Report, Bakersfield College has made the following progress:

Decision Making Document

The Decision Making Document prepared by the Decision Making Task Force and disseminated November 2010 identifies the types of College constituent groups and membership composition of each. This formalizes the expectation of participation in College groups by representative students, classified staff, faculty, and administrators. In addition, it assigns responsibility of each constituency group member to communicate committee information and decisions out to the employees they represent.

Committee Co-Chairs Reports

Another systematic form of written communication that will improve institutional effectiveness in communication is the new system of committee co-chairs reports. In August 2011, the Co-Chairs Committee agreed to begin an annual progress reporting process to College Council on the committees' progress toward meeting goals. The report includes committee accomplishments, alignment of committee goals with College goals and the Kern Community College District strategic plan initiatives, and progress toward achieving goals.

Each committee, and also College Council and Academic Senate, submits a progress report to the president's office three times during the academic year. The first report, due in September, reviews accomplishments in the third reporting period of the previous year. The second report, due in December, is a mid-year report outlining progress made to date. The third report, due in April, is the year-end list of accomplishments and strategy for the following year. Copies of the reports go to College Council, Accreditation Steering Committee, and Academic Senate.

Sharing Outcomes Across Campus

In addition to the committee reports, there are several communication avenues and forums for ongoing communication. The Bakersfield College president hosts



an Opening Day forum the first Friday of fall and spring semesters. In fall 2011 the president held the first classified staff meeting. Finally, the president held a closing day convocation spring 2011.

Bakersfield College has made significant progress for the three planning agendas related to Standard I.B. Bakersfield College formalized its decision-making process and evaluated employee perceptions about decision-making prior to trainings to develop a baseline assessment. Bakersfield College formalized a process for setting institutional budget priorities by developing Budget Decision Criteria for those making recommendations and developing annual program reviews. Progress to improve institutional effectiveness in continually working to improve communication at all levels includes the Decision Making Document, tri-annual committee reports, and holding more forums for discussion with the chancellor and president.

Standard II.A.

Planning Agenda: Based on the existing Assessment Plan, Bakersfield College will completely incorporate learning outcomes and assessment in planning, budget, program, and curriculum development by 2009. Bakersfield College's College Council and other primary participatory governance committees will provide leadership and implementation of the full integration of a culture of evidence and data-driven decision-making.

The Academic Senate approved the formation of the faculty-led Assessment Committee in 2005. The committee established protocols for the submission of Assessment Plans for each discipline and coordinates all student learning outcomes assessment processes and reports to the executive vice president of academic affairs and student services. Faculty have engaged in extensive dialogue and training in establishing student learning outcomes and now the focus of dialogue and training is turning to assessing the student learning outcomes and using the results to improve student learning outcomes (II.A.58).

In fall 2009, a push was instituted by the vice chancellor of instruction to concentrate assessment training and support on program level outcomes. Assessment training was provided by the assessment committee and each department was assigned the task of developing PLOs for one of their programs and completing an assessment cycle for one PLO each year. In 2010, 83 percent of instructional programs developed program level outcomes and 79 percent completed a full assessment cycle, and by fall 2012, 100 percent of instructional programs will have completed PLOs and one full cycle. In fall, 2008 the Assessment Committee chose to institute administrative unit outcomes for noninstructional units, allowing them to participate in the assessment process while concentrating on issues that are of importance to their effectiveness. In spring 2009, 63 percent noninstructional units developed administrative unit outcomes and completed one assessment cycle. By spring of 2010, training and support from the assessment committee and co-chairs encouraged a 100 percent participation rate from noninstructional units. To supply support for this process, Bakersfield College provided an annual budget to provide training and assist with the completion of the assessment cycle.

Planning Agenda: Bakersfield College's Distance Learning program reflects and is directly impacted by reduced staffing levels and vacancies in critical service areas. Administrative financial support of staffing requests from the Professional Growth Center,



Information Services, the Delano Center and Media Services is vital to those campus wide services areas and Bakersfield College's Distance Learning program. Vacant classified staff positions need to be filled and requests for new classified staff need to be approved and filled in a timely fashion.

As noted in the Midterm Report, a few vacancies were filled in the distance learning program in 2008: an educational media design specialist who runs the Technology Learning Center and an audio-visual technician in Media Service were hired to replace an employee who was promoted to the educational media design specialist. However, the audio-visual technician position is now vacant. The Technology Learning Center provides training for faculty interested in incorporating technology (primarily computer-based technology) into their classroom presentations and their class websites. Equipment and software are chosen by the sole staff person in the Technology Learning Center using her expertise as well as input from faculty users. The educational media design specialist is responsible for keeping the software up-to-date while Information Technology provides the expertise for maintaining and updating computer hardware. Effective use of technology for teaching leads to increased learning by students. Workshops provided by the educational media design specialist in the Technology Learning Center focus on how to incorporate various technological tools into the classroom presentations and websites. Workshops are held at various times of the year, differing days of the week and differing times of the day face-to-face and online in order to fit as many faculty schedules as possible. A particularly intensive set of workshops introduce faculty to the nuts and bolts of how to use the Moodle course management system. This set of introduction to Moodle workshops consists of 14 modules done solely online over a two-week period. A small set of online workshops were also offered in 2009 and 2010 for those faculty needing to convert from a previous course management system called Etudes to the Moodle platform (II.A.42, II.A.43).

Fifty-one percent of surveyed employees agreed to the statement "Bakersfield College provides adequate resources for training me to use technology effectively in teaching students or at my workplace." The percentage was slightly higher (58 percent) for faculty, the primary focus of the Technology Learning Center. The percentage of agreement was less (43 percent) to the statement "Bakersfield College provides resources at convenient times for training me to use technology effectively in teaching students or at my workplace." Again the percentage was slightly higher (51 percent) for faculty. This shows Bakersfield College is meeting only about half of its training needs and College employees desire additional training. The survey also showed from the responses to what areas of technology usage in which employees would like training that a majority are ready to move up a notch: from knowing how to use the tools, to how to use the tools effectively (II.A.46).

The student success rates in our online courses are on average 14.4 percent lower than in our face-to-face courses and the retention rates are on average 8.7 percent lower than our face-to-face courses between the academic years 2007–2008 to 2010–2011, so the Information Systems and Instructional Technology Committee created a task force in 2010–2011 to develop recommendations for how to improve the student success rates. Three recommendations came from this:

1. Hire a faculty director of extended learning technologies who would "promote online learning and teaching as well as effective teaching practice using technology; support the development of online courses;



- coordinate technical training and provide instructional and pedagogical support to faculty teaching online, hybrid, interactive and technology-enhanced onsite classes; and provide leadership for innovation in web-based teaching and learning.”
2. Develop a student signal alert system for those students who are in danger of failing the course.
 3. Develop an online student orientation system. A pilot study was implemented for online tutoring for mathematics and discussions are underway to expand this program (II.A.48, II.A.49).

However, the faculty director of extended learning technologies position did not make the higher-priority hiring list for the 2011–2012 academic year due to limited dollars needing to go other long-overdue faculty positions. The distance learning coordinator retired in June 2011 and the position still needs to be replaced. The new distance learning coordinator will work on the second and third recommendations from the Information Systems and Instructional Technology Committee taskforce. Another support staff person in the Extended Learning Program was transferred to another student support position in summer 2010 as a result of the Kern Community College District wide cuts to budgets of ten percent. Right now, the educational media design specialist is the sole support staff for the Extended Learning Program at Bakersfield College.

Using basic skills initiative dollars, Delano Campus has hired a department assistant III to coordinate student success projects for Delano. This position helped to coordinate ongoing efforts such as high school orientations and critical skills workshops. In addition, a PC technician has been dedicated to the Delano Campus as part of his load, and new technology has been installed to provide quicker support from the Panorama Campus to the Delano Campus.

Planning Agenda: With leadership provided by the IEC, the General Education assessment plan will be completed and implemented during 2006–2007. Bakersfield College will integrate outcomes and assessment. Planning in this area is included in Bakersfield College plan on institutional effectiveness and assessment.

In spring of 2009, the Assessment Committee and Institutional Effectiveness Committee worked with the General Education Committee to develop an institutional assessment process for courses meeting General Education Outcomes. The committees chose the Oral Communication General Education outcome and developed a pilot study to evaluate if this outcome was being met. A common oral presentation rubric was developed by the Communication Department and sample of students was assessed to determine success. Because the committee members found that it was prohibitively difficult to obtain a large enough sample to produce a valid assessment, the participants determined that another method of institutional level outcomes assessment was necessary. In the summer of 2011, the Assessment Committee and General Education Committee developed a more useable process for institution level outcomes assessment, based upon the method used at Johnson County Community College. The committees completed an assessment of written communication General Education Outcome by evaluating the results and decisions made by the English Department after a group evaluation of student essays. It was determined by the joint committees that students were meeting the General Education Outcome standards and the institution level outcomes assessment was valid, reliable, and useable. In fall of 2011, the



Assessment Committee decided to evaluate the Physical Universe and Life Forms General Education Outcome and informed the mathematics, Physical Sciences, Behavioral Sciences, Agriculture, and Philosophy departments of the process with the intention of assessing this outcome in summer of 2012 (II.A.60).

As instructional and noninstructional programs progress in their program level assessment plans, more programs are using results and data to make curricular and program changes. Budgetary requests to support these changes are included in Annual Program Review plans and are used in annual budgetary decisions. In addition, to encourage dialogue between programs, an assessment reception was sponsored by the Assessment Committee in spring 2011. Departments and programs developed science fair-like presentations of what they learned and what changes were made, encouraging learning from each other and improving the assessment process for the next cycle (II.A.61, II.A.62).

One example of changes made is the change arising from the assessment of the Family and Consumer Education Department's student learning outcomes and student success rates. The assessment process led to the creation of an Academic Assistance Program in fall 2010 to assist their students. The department's assessment found a need for improvement in math and writing specific skills for the students taking courses in child development and culinary arts. Friday morning seminars include an hour lecture on a particular student success topic followed by a two-hour block for one-on-one work with the students (II.A.63, II.A.64).

In fall, 2011 the Bakersfield College Assessment Committee developed and instituted an additional Institutional Level assessment process. Program assessment plans from spring 2011 were evaluated by the committee and themes were developed. The theme of "student engagement" was chosen because of the multiple departments who mentioned this as an issue that was impacting student success and retention. At the Opening Day meeting in 2011, the Assessment Committee announced the first Bakersfield College Think Tank. Faculty, staff, and administrators were invited to discuss student engagement, best practices, and applicable research including the Community College Survey of Student Engagement survey results for Bakersfield College. The goal of this work-team is to develop an intervention to impact student engagement for spring of 2012. Continued assessment training is offered by the Assessment Committee during both Professional Development week in the fall and Assessment Week in the spring. In addition, students are included in Assessment Week by supplying a slice of pizza if they are able to cite the student learning outcomes for a class (II.A.65, II.A.66, II.A.67, II.A.68, II.A.69, II.A.70).

Planning Agenda: Bakersfield College will monitor that academic freedom is being supported. Bakersfield College will ensure that faculty and students are informed about the policy on academic dishonesty by the way of the Student Handbook as well as the Academic Senate.

Bakersfield College maintains a strong commitment to academic freedom and responsibility, and has the academic freedom policy laid out in the two official documents describing the work of the faculty, the Agreement between the Kern Community College District and the Kern Community College District Community College Association, and the Faculty Handbook. Faculty recognize the importance of



distinguishing between personal conviction and professionally accepted views in a discipline.

Bakersfield College also maintains a strong commitment to the integrity of student work, and has the academic dishonesty policy laid out in the two official documents describing the academic work of the students, the *Bakersfield College Catalog* and the Student Handbook. Plagiarism and student academic honesty are covered in the library research workshops and the Critical Academic Skills workshop on plagiarism (II.A.35, II.A.89, II.A.95, II.A.111).

An instructor who determines that a student has cheated or plagiarized has a range of many available options which may be as severe as giving a student a failing grade for the course, if the assignment or test for which the student cheated or plagiarized is of sufficient weight to merit a failing grade for the course. The student may face a range of sanctions as stated in Bakersfield College's Student Code of Conduct. Instructors are required to include a specific statement regarding the academic honesty policy in syllabi that is provided to students on the first day of class. In addition, most faculty discuss the issues during the first day of class, or prior to a writing assignment. This is particularly important as the meaning of plagiarism may not be clear to many students, especially the close difference between paraphrasing and copying paragraphs and required citations.

Standard II.B.

Planning Agenda: A current review of the research for best practices in community colleges suggests that organizing Student Support Services into a single support center increases the effectiveness of these services. The Office of Student Services will continue efforts to centralize Student Support Services.

An actionable improvement plan was created for this Self-Evaluation report where plans for a one stop center will be reviewed under the direction of the associate vice president of student services. The updated plans will move forward once funds become available. Meanwhile, activities are taking place on campus to promote one-stop benefits such as ongoing cross training for faculty and staff in Student Service areas, and relocation of the High Tech Center from an isolated area to the more centralized library Computer Commons. Additionally, grant funding was used to reconfigure the work flow and learning environment in the Student Success lab to better welcome students and create an office for a counselor to work with Basic Skills students. A multi-use student computer center was created in 2007 adjacent to Financial Aid and Extended Opportunity Programs and Services encouraging students to study near where many Student Service programs are located.

Planning Agenda: During the next three years, as program level outcomes are finalized and assessed in Student Service units, the feasibility of assessing student, employee, and community satisfaction with Bakersfield College catalog, student handbook, and course schedule will be addressed.

In fall 2011 the Academic Senate established a standing Catalog Committee which has begun a comprehensive review of the catalog. The committee set up guidelines to correct and improve the catalog which helps ensure accuracy and accessibility for students.



Planning Agenda: Student feedback of the effectiveness of the counseling website will be collected through an online survey in 2006–2007 facilitated by the Dean of Student Learning Services.

Student feedback on the effectiveness of the counseling and career center websites has not yet been collected, yet Distance Education students were surveyed and were very satisfied with matriculation services, including counseling services. Workshops for new students and probation students have been put online and are currently undergoing modification based on student and faculty survey results.

Planning Agenda: During the 2006–2007 and 2007–2008, the Student Activities Office will hire consultants from the American Student Government Association to complete a comprehensive review of student activities.

The Student Activities Office and the Student Government Association is very active in responding to student needs. It has increased student participation by adding critical issues on their voting ballots in addition to the election of officers. Recently, the Student Government Association hosted their traditional campus activities, and also introduced a support week for students during finals week. Additionally, consultants were hired to develop leadership training for the Student Government Association officers to help maximize their efforts and abilities.

Planning Agenda: The Student Activities office will also conduct student surveys to ensure that activities students need and want are provided. Recommendations will be implemented and evaluated in the coming years.

The Student Government Association officers invest two hours each week talking with their constituents and senators invest one hour weekly talking with their constituents. The Student Government Association members provide written and/or oral reports at the Friday meetings and follow-up with the constituents' concerns as appropriate. The Student Government Association has three suggestion boxes located around campus (library, student activities office, student services building) to solicit student input. The boxes are checked weekly by the Student Government Association Treasurer and the information is shared at the Senate and E-Board meetings. Students who include contact information receive a follow-up contact from an identified Senate member. Ideas and suggestions are followed-up as appropriate.

Planning Agenda: The Students Activities Office will assess the programs in place for student satisfaction and will survey students and staff about the intellectual and aesthetic value of programs and services students need to develop their personal, civic, and social responsibilities.

The Student Government Association will assess programs during the Student Government Association spring elections as students and staff will be given the opportunity to vote and provide comments via the Portal. Student Government Association is working with the IT staff to provide this service.

Planning Agenda: During 2006–2007, the Counseling Department, in conjunction with Information Services, will develop a method to collect student, faculty, and staff feedback on the Virtual Career Center website.



The Counseling Department is currently expanding its website to offer more online services. One service under discussion is the development of online counseling. With the implementation of a new portal system, InsideBC, extensive surveys on the effectiveness of the counseling, career and other services is possible. Satisfaction with counseling services is validated through students being asked to complete a counseling evaluation at the conclusion of their counseling appointments. The data report a 94 percent student satisfaction rate.

Planning Agenda: Curriculum development to better meet student need will take place during the Counseling Department review process in 2006–2007. Ongoing improvements and review initiated throughout Student Services will be fully developed under the leadership of the Office of Student Services.

Since our last accreditation, counseling faculty have developed curriculum and classroom materials to better meet student needs including the development of online educational planning, career development and student success courses. Course curriculum was updated to reflect changes in campus policy as well as transfer, general education, and educational major information. Student feedback was used to update classroom and online materials for the Tools for College Survival Student Development course, adding elements on stress management and career assessment tools.

Planning Agenda: The Office of Student Services will develop program-level outcomes and assessment plans consistent with the review process outlined in Standard I.

Student Services programs have participated in the student learning outcomes and administrative unit outcomes process since 2009. In 2010, 100 percent of student services programs developed an student learning outcome or administrative unit outcome plan, many completing the assessment cycle and making changes based upon data and resources available.

Standard II.C.

Planning Agenda: Provide more funds to the library for collection development; write a collection development plan to institutionalize processes such as weeding of the existing collection.

A Collection Development Policy was developed by Grace Van Dyke Bird Library staff in May 2009. This policy includes criteria for selecting materials, the mechanism for weeding the collection, and the protocols for accepting gifts such as book donations. During the 2007–2008 and 2008–2009 budget years the library was given additional funding for collection development, but the library materials budget was scaled back after this due to cuts in state funding (II.C.028, II.C.032).

Planning Agenda: Develop a centralized database of instructional media; Provide more funds for the Media Services instructional media collection; Provide more funds for Media Services equipment.

A centralized database of instructional media was compiled and made accessible through the Media Services' website. This site provides listings of equipment in each classroom as well as job aids on the operation of that equipment. Although a general funding increase was given to media Services in 2008–2009, the increase



was not maintained due to budget constraints. In order to meet the needs of the campus, Media Services has used careful evaluation and planning through campus inventories and the development of a five year technology plan. This information, combined with technology requests made through the Information Systems and Instructional Technology Committee portion of the Annual Unit Plans for each department, is used to provide the president with recommendations for the purchase of new or replacement equipment. These recommendations are based upon need and the proposed use of the equipment, with first priority placed on student instruction and support. In order to better meet the instructional technology needs of Bakersfield College, additional funding has been obtained from Basic Skills Initiative dollars, Vocational and Technical Education Act funding, and the Bakersfield College Foundation. In addition, the Media Services department obtained a grant through Extron, allowing the purchase of a support system to provide remote access and service to classroom technology by Media Services personnel, providing faster and more effective service and less instruction down-time.

Planning Agenda: Work toward hiring more highly qualified student workers who will be trained to provide computer assistance to students in the Computer Commons; Employ technology to facilitate better enforcement of appropriate behavior and computer use in the Commons; Work toward hiring a full-time classified employee to supervise the Computer Commons and student workers.

The director of information technology did not pursue the employment of a higher level student worker, but instead chose to provide training for all of the current student workers.

To maximize the search process, a specific job description was provided to Job Placement to help guide the most promising candidates forward. A handbook for student operators was also developed that offers a detailed description of the duties to be performed. All new student operators are required to read the handbook as they start employment in the Commons and to attend the provided training.

The Computer Commons is an open student use area. Specialized monitoring helps keep inappropriate student behaviors under control. Since 2006, the following enhancements have been installed to better monitor student behavior: parabolic mirrors on the back wall, video cameras, and a monitoring program on all computers. In addition, Web sites may be automatically blocked by Cisco IronPort, a device that uses a reputation list of Web sites and periodically checks sites for malware or viruses and then adds them temporarily to a blocked list.

Due to budget constraints, a full-time classified employee could not be hired for the Computer Commons. However, with the additions of the training and security measures mentioned above, significant strides have been made to improve the environment in the Commons.

Planning Agenda : Library faculty and staff will finalize program level SLOs during the 2006-2007 academic year.

In 2007-2008 the library developed two administrative unit outcomes. One was to provide materials that support academic programs and the research interests of



students and faculty and the other was to provide an environment that supports student learning, and faculty teaching and research.

Planning Agenda: During the 2006–2007 academic year, the FCDC will study the problem for underutilization of the Professional Growth Center, develop a plan for improvement, and make recommendations to Bakersfield College's College Council for its consideration. Bakersfield College's College Council will make recommendations to the President for disposition.

In 2008, an educational media design specialist was hired to facilitate the Professional Growth Center, now called the Technology Learning Center. This new employee ran a survey of faculty, staff, and administrators to determine campus training needs and provided a series of group and one-on-one workshops to meet those needs. In spring 2011, all online courses were moved to Moodle as the course management system, and the emphasis of the Technology Learning Center shifted to the training and support of those faculty and students. This support was provided through the development and presentation of both online and face-to-face workshops as well as student support for the most difficult issues. As our online courses settle into Moodle, the educational media design specialist has broadened the scope of trainings to include Americans with Disabilities Act compliance issues in Distance Education and strategies and best practices in online instruction. It is the goal of the Technology Learning Center to continue to reintroduce non-Moodle training opportunities until the center provides a full range of training options once again.

As a result, promotion of the Professional Growth Center through specific action by the Faculty Chairs and Directors Council is no longer needed. As long as the Professional Growth Center stays proactive in offering training, College Council sees no need for a study separate from the Annual Program Review and assessment plans.

Planning Agenda: Librarians will receive training during the 2006–2007 academic year from Supportive Services staff in the use of assistive technologies; In the short term, the library will develop a plan for the circulation and delivery of library print materials to students at the Delano Center by fall 2008 when the new high school opens in Delano; Bakersfield College will build a multi-purpose building at the new Delano site that will permanently house library facilities for the Bakersfield College Delano Center. Tentative plans call for opening in fall 2008.

Librarians received limited training for assistive technologies, however, now all library workstations have some assistive technology software and the High Tech Center is located in the same building for students needing additional assistance.

Basic Skills Initiative funding was used to purchase library materials for the Delano Campus in the summer of 2009. No long term new funding sources have been identified for expanding the Delano Campus collection or for the purchase of multi-purpose facility that would house the library. During the spring 2010, a librarian from the Panorama campus spent one day a week at the Delano campus to make the library collection accessible and conduct research workshops. This program has been discontinued due to budget cuts and lack of use by the students. The library e-book collection and seven online databases are available to Delano students on a 24/7 basis.



Planning Agenda: In the future, the High Tech Center hopes to quantify the use of the High Tech Center offerings, such as number of students who use assistive technology and the type they use; how many hours/week or day they spend using the High Tech Center; how many use the new pay-per-print system; how much more equipment and staffing should be purchased; and how many students have self-referred to Supportive Services because of the visibility of the High Tech Center in the library.

Currently, the High Tech Center uses an informal check-in sheet to track student use. This has indicated that approximately 360 students per semester sign-in on a voluntary basis to use the High Tech Center, assistive technologies and other software programs. Approximately 280 students per semester meet with the assistive technology specialist for assessment and assistance with use of assistive hardware and software. In December 2009, a survey was sent to all those in Disabled Student Programs and Services to determine if the learning needs of those enrolled in the program were being met. The results indicated that 100 percent of the students "strongly agreed" or "agreed" that the training was relevant to their needs (II.C.54, II.C.70).

The High Tech Center has expanded services through a Disabled Students Programs and Services server that houses assistive technology for the campus and promotes universal design features; the addition of ten new computers with high speed scanners; installation of assistive technologies in labs throughout the campus and at the Delano Campus; and, the upgrading Read & Write Gold from a ten-site license to an unlimited site license which offers full coverage for campus computers and for at-home student use.

The High Tech Center is busiest Monday through Thursday late mornings and early afternoons. During other hours of operation the use does not warrant full-time staffing. Student workers are available to assist Disabled Students Programs and Services students at these times, but since these positions are temporary and vary from semester to semester, student workers have not been fully trained on all assistive technologies.

Planning Agenda: Library and Information Services staff will develop a method for monitoring the security gate in the Computer Commons; Library will coordinate with Campus Security to ensure regular patrols of the building.

Beginning in the fall 2008 through 2010, security cadets patrolled the library and computer commons at least three times a day. Their presence did not fully address the security issues inherent at the location, but for a short time increased the visibility of campus security.

Due to a lack of staffing and budgetary constraints the library and Information Services staff has not developed a method for monitoring the security gate in the Computer Commons, nor has Campus Security been able to insure regular patrols of the building.

Planning Agenda: Information Services, in conjunction with library staff, will develop a campus-specific survey to evaluate areas which are not well represented in the Noel-Levitz survey, such as Media Services, Professional Growth Center, and Information Services.



The Noel-Levitz survey was conducted on the Bakersfield College campus in 2003 and 2005.

The initial plan was to offer this student survey every other year, but constraints have kept this from happening. Several surveys, however, were developed to explore student use of campus computer labs and a general technology needs assessment for faculty and staff. Examples include:

- In spring 2008, a survey on the general use of the Computer Commons was conducted. The results demonstrated that even though wireless access was increasing on campus and in the community, students still needed access to a full service computer use area
- In spring 2009, a review of campus wide computer lab usage was completed, providing programs and departments details about usage patterns and student need. This information will help departments make decisions about service hours and staffing pattern
- In spring 2008, a survey was distributed to faculty and staff to gather feedback on professional development and media services' needs. One hundred and two respondents provided information that helped media services personnel plan workshops and develop online tools and resources to meet faculty and staff training needs

In spring 2011 and fall 2011, surveys were distributed to online faculty members to gather information on Moodle training needs and Americans with Disabilities Act compliance issues for online courses. These data were used to develop both online and face to face workshops on pedagogical and technology best practices and Americans with Disabilities Act compliance methodology.

Standard III.B.

Planning Agenda: Facilities and Operations must be involved in initial planning of all campus related building remodels and equipment installations.

The Kern Community College District hired the consulting firm Gafcon to streamline and coordinate construction programs and processes for the entire District. A Gafcon recommendation already implemented was to have Bakersfield College's Maintenance and Operations Department function as a central "hub" and point of contact for all construction projects at Bakersfield College. Gafcon also recommended that Information Technology and Disabled Students Programs and Services be brought in at the beginning of all construction projects as well. The Kern Community College District's new director of construction is a Gafcon employee. Bakersfield College also has a Facilities Planning Subcommittee that is involved with this process.

Planning Agenda: As the main campus and its satellite operations are expanded and developed, a funding source must be developed to ensure proper supplies, equipment, and preventative maintenance are in place to ensure a quality-learning environment.

While the campus planning processes contain adequate identification and requests for funds, the current budget environment continues to be an issue preventing adequate funding for proper supplies, equipment, and preventative maintenance. Bakersfield College continues the effort to acquire funding sources.



Planning Agenda: By fall 2007, the Maintenance and Operations Department will upgrade its work order system to obtain more timely feedback from our service areas and will seek to improve response times to resolve issues.

Four Computerized Maintenance Management Systems (CMMS) were reviewed by the Maintenance and Operations Departments of the Kern Community College District's three campuses. The decision was made to purchase a product named "School Dude"—a system robust enough for Bakersfield College, but simple enough for Cerro Coso Community College or Porterville College. This has been a fairly lengthy and time consuming process due to factors such as the requirement for the CMMS to integrate with existing systems, and the need to gain the approval for the new system.

The final purchase decision for the CMMS was not made until August 29, 2011. As Bakersfield College was pricing the School Dude product and identifying funding sources, it was determined that the Preventive Maintenance (PM) module was also a module that would be needed and would require an additional cost. Coincidentally, Bakersfield College's insurance carrier, Self-Insured Schools of California, had introduced all of its clients to School Dude to manage preventative maintenance. Because of this, Self-Insured Schools of California will now provide School Dude's PM module to our District at no cost. School Dude includes the necessary key modules such as regular Work Orders, Inventory, Fleet Service, and Preventive Maintenance.

Discussions have taken place between the maintenance and operations manager, the Kern Community College District Information Services, and various other Maintenance and Operations staff regarding the training that each constituent group will receive. A meeting was held at the Kern Community College District office with the campus' business managers and the Kern Community College District office to discuss/revisit implementation strategy. Specifics have been determined and an installation date has been determined. Each campus is working on uploading data into the software engine to each site. The software is expected to be fully functional by summer 2012.

Standard III.C.

Planning Agenda: By fall 2007, Bakersfield College will implement a Technology Equipment Replacement Policy that will address such matters as streamlining multimedia installation processes and securing timely feedback from end users. Bakersfield College will explore alternative funding sources to support technology acquisition, deployment, and staff. Bakersfield College will explore ways to increase the number of technology staff as part of its planning and resource allocation process. There are three requests for technicians currently being evaluated. Bakersfield College will review its current equipment replacement recommendations to determine the best way to fund and support them. A policy will be drafted and submitted for approval regarding the replacement of all technology on campus during 2006–2007.

As addressed in the mid-term report, Media Services and Information Services departments work collaboratively to serve the information technology needs of the campus. Through the use of request forms the two departments work with the Information Systems and Instructional Technology Committee to determine campus technology priorities and then fund those strategic items as money becomes available.



Information Systems was able to add one permanent PC Technician as of August 2011 which improved the staffing situation despite the tough budget climate. The position is anticipated to remain a permanent position in future budget years.

Planning Agenda: Bakersfield College needs to research off site storage for its backup media.

Bakersfield College has an off site storage plan currently implemented. This plan is addressed in the main report for the Technology Resources section of this document.

Planning Agenda: Continue to work closely with the Kern Community College District office and the other two colleges to develop policies and procedures to control and protect our network against incursion.

As of the mid-term report, the Technology Leadership Council addressed policies and procedures to control and protect the Bakersfield College/District network. Since the mid-term report, the Technology Leadership Council has been dissolved and the responsibilities are now addressed by the IT Managers Committee. This committee is made up of information technology managers from each campus and representatives from the Kern Community College District Office.

Planning Agenda: Fund technology priorities as determined by the Information Systems and Instructional Technology Committee and campus administration. These have been also documented in the EMP.

The Media Services and Information Services departments coordinate with the Information Systems and Instructional Technology Committee to determine technology priorities and then implement as funding becomes available. The Information Systems and Instructional Technology Committee request form is part of the Annual Program Review process and is used for budgetary planning.

Planning Agenda: A District replacement policy needs to be developed which addresses all technology on the campuses.

Bakersfield College has a replacement policy for all equipment as funding is available. Bakersfield College also budgets for maintenance contracts to keep existing infrastructure supported when replacement is not economically viable. As funding is available, both Information Services and Media Services will look to implement their three to five year replacement plans as part of the Bakersfield College Technology Plan.

Planning Agenda: Clearly delineate responsibilities between District Information Services staff. A consulting group has been hired by the Kern Community College District to address the issues of security and Information Technology organization. This study should produce clear statements of responsibility.

This was initially addressed in the mid-term report. As of July 2011, the IT departments across the Kern Community College District have undergone a reorganization. Part of this reorganization made major changes to responsibilities of the personnel on the Bakersfield College campus and at the Kern Community College District office. Job titles were changed as part of the change in



responsibilities. The new responsibilities are clearly delineated but are still in transition as the various responsibilities are shifted between the Kern Community College District office and the Bakersfield College campus.

Planning Agenda: By fall 2007, Bakersfield College Information Services will develop an annual electronic survey for College personnel that will provide for feedback regarding services and support in the areas of technology.

This was addressed in the mid-term report by a series of surveys to be undertaken. As part of the Information Services assessment plan, surveys continue to be given. The surveys rotate between students, faculty, and staff.

Planning Agenda: Expand membership of the ISIT Committee to include more classified employees from more diverse areas of campus and more student representatives from student government. ISIT Chairperson should attend FCDC meetings at least once a semester and remind department heads of the necessity of having representatives on the ISIT Committee.

This was addressed in the mid-term report by ensuring effective representation on all College committees. The Information Systems and Instructional Technology Committee still has an expanded membership and continues to make sure it is well represented by each appropriate group on campus.

Standard III.D.

Planning Agenda: The current funding formula needs to be evaluated and modified to meet the Kern Community College District needs. Discussion on District wide costs must be done before the Kern Community College District makes decisions which will impact student learning. Such information provided to Bakersfield College Council, Administrative Council and Budget Development Committee would help to monitor trends and flag potential concerns.

Bakersfield College's College Council meets twice a month to discuss the needs of the campus and what impacts if any, will affect the campus in fulfilling its mission of student success. They have been instrumental in supporting the Bakersfield College budget development calendar or annual time line. Budgetary concerns are discussed and evaluated from the state level down to the Kern Community College District. It is the charge of the members of Bakersfield College's College Council to share the information discussed with the constituents they represent.

Planning Agenda: Fully implement Budget Development Committee as designed in original College Council document established by College Council in 2005 to develop and refine Bakersfield College's budget development process as well as annually evaluate the effectiveness of the allocation model. Bakersfield College Council, through its budget subcommittee, should guide discussion and decisions.

The Budget Committee continues to meet regularly. They have developed a charge which communicates a more direct focus of this group responsibility. Major areas of that focus are training, development of budget decision making criteria and aid in the establishment of clear budget request processes. College Council continues to address budget impacts to insure that goals are maintained to provide quality programs and services throughout Bakersfield College and recommend timelines



for budget development and promote communications to keep College community apprised of budget impacts that may impact student success.

Planning Agenda: Campus costs and strategies for cost containment have been addressed through KH, the Campus wide audit and the present strategic planning process. Procedures to carry over funding for large purchases at both the Kern Community College District and campus level are now in place and need to be implemented.

The Kern Community College District Consultation Council (formerly the Chancellor's Cabinet) undertook the task of creating a new allocation model for its unrestricted general funds in fall 2006. A subcommittee of the council, consisting of faculty, classified staff and administrative representation from each of the Kern Community College District's colleges, District office and collective bargaining units, was formed to develop proposals for a new model to be utilized for the 2007–2008 budget. The subcommittee completed the development of a new District wide unrestricted fund allocation model in March 2007, forwarding its recommendations to the Kern Community College District chancellor. The model closely followed the new State allocation model resulting from the passage of SB 361. The model development included securing comment and input from all District faculty and staff through scheduled forums.

The Kern Community College District wide allocation model for unrestricted funds was utilized for the first time in developing the 2007–2008 budget. In the 2008 fiscal year, the Kern Community College District chancellor formed a team representing members of the Kern Community College District Consultation Council to evaluate the model. The evaluation included a District wide survey and various quantitative analyses. As a result of the evaluation team's findings, it was determined that general understanding of the model and District finances among District stakeholders was weak. In response to these findings, District staff conducted District wide training sessions on the State and District budget processes, apportionment process, and allocation models.

During the model's first year of use, it proved difficult to evaluate the instrument, process, and outcomes simultaneously. The evaluation team realized time needed to pass to allow for a more distanced objective review of the workings of the model. After the Kern Community College District budget allocation model went through two full cycles of use, a second evaluation was completed by the 2009–2010 fiscal year to determine outcomes and effects resulting from the model.

The Kern Community College District has now developed its second generation Budget Allocation Model (BAM II) and has used it for two budget cycles: 2009–2010 and 2010–2011. This new allocation model has been evaluated by a committee and recommendations have been submitted to the chancellor and the chief business officer for review. The chief business officer has also submitted his endorsements or disapprovals to those recommendations. The chief financial officer for the Kern Community College District commented on the committee's recommendations on nine different points.

In conjunction with the development of the Kern Community College District allocation model, each College considered its own specific allocation model as well. Bakersfield College initiated its work through a Pilot Budget and Planning



committee. The group focused on unit plans and allocation recommendations and reported the details of its findings in a special report to the president.

At Bakersfield College, the budget development process takes place each spring for the next academic year. Deans and directors develop budget proposals based on the analysis included in their unit plans and submit their requests to the appropriate educational administrators. The administrators, after collaborative review with deans and directors, forward approved budget requests through the established process. Senior administrators then work with the president to finalize the actual budget through the appropriate forms.

The budget development process has changed over time and is now implemented three months earlier than before and follows a budget maintenance calendar. This extra time allows budget managers more time to evaluate their fiscal needs and it also gives the Bakersfield College administration more time to balance Bakersfield College's overall budget, especially in times of budget reductions.

Broad budget concerns are discussed at College Council and communicated to Bakersfield College through campus emails. Suggestions for budget reductions, budget savings, or revenue generation are solicited from College Council and the campus as a whole.

Planning Agenda: Develop grant process to utilize grant income more effectively for Bakersfield College as a whole.

The Kern Community College District hired a grant-writing expert in 2008. One of this expert's main charges is to work with each campus as needed to help review grants which are under development. Bakersfield College carefully explores grant opportunities, making certain that the grant goals match an established need on campus and that the administrative protocols inherent in the grant are not overly cumbersome for Bakersfield College's existing staff and work load. When a grant is pursued, an educational administrator usually takes the lead, but other members of the administrative team help as needed to provide research and meet deadlines. Before an application is finalized, the grant is processed through a District signature approval process to ensure that effective oversight and collaboration are clear and appropriate.

Bakersfield College Council and other governance groups regularly discuss opportunities for improving student success. Grants continue to be more and more of a discussion point as Bakersfield College continues to look for the ability to financially improve the way in which we can help the students. Bakersfield College recently acquired a \$6 million Department of Education Grant for Hispanic Science, Technology, Engineering, and Mathematics students that will give the campus greater abilities to serve the students.

Planning agenda: Continue to increase the financial knowledge and Banner system skills of local managers and staff through effective training.

As stated earlier, Banner is the campus software system that coordinates campus records, such as student enrollment data and budget expenditures. Accessing Banner involves following specific, detailed processes and routines. Learning Resources noted that Banner training needs were identified through a professional



development and media services survey distributed in spring 2008. In May 2009, Banner Training Roundtables were initiated that continued throughout the summer and into the next academic year, providing occasional small group training to meet stated needs.

Bakersfield College community including faculty, chairs, staff, and administrators has the opportunity to receive Banner training three times a year. All budget managers are given the necessary training on how to navigate the software program. This gives them the tools they need to find the information they need to make informed financial decisions. This way they know the current status of their budgets for both labor and nonlabor expenses. This training fluctuates between general training and personnel specific training.

Planning Agenda: Several actions will improve Bakersfield College's ability to systematically review, use, and improve financial resources:

- *The Bakersfield College Business Services Department will increase its fiscal communication to the campus as whole by providing information such as federal fiscal updates, state fiscal updates, Bakersfield College fiscal update current year, and budget development update for upcoming fiscal year on the department website. These large files are more readily accessible and provide greater distribution through the Business Services web page.*
- *In addition, updated year-to-date expenditure quarterly reports will be regularly disseminated via various committees.*

Spring 2009 was the start of the first budget development cycle coordinated by the new executive director of administrative services. In preparation for this undertaking, routine updates were made to administrators and appropriate committees on the processes, deadlines, and reports that contribute to the budget development efforts. Bakersfield College's budget development efforts work in close collaboration with the Kern Community College District, especially given the recent business services reorganization and the ongoing State of California budget crisis. Resources are being redirected to management of the budget crisis and resulting reductions.

Early in 2011 the Kern Community College District office started sending out financial reports to each of the budget managers on a monthly basis. The budget managers receive accurate information about available funds through these monthly financial reports that are emailed directly to each budget manager for their areas of budget responsibility. These reports are specifically targeted to certain levels of approvers. Level 3 is for faculty chairs and managers who have clearance to approve \$250 or less. Level 4 is for instructional deans, program directors and other managers with clearance for purchases of \$5000 or less. Level 5 is for vice president or presidential level clearance for purchases above \$5000. These reports give budget managers the current available balance of each of their funds so they are kept apprised of the year to date (YTD) financial activity of their departments. These reports let executive management see what each of the departments are doing and to review or see if the funds are being spent in the correct manner. Some funds are spent at the beginning or end of each fiscal year such as service contracts or software purchases. Most purchases however are made throughout the fiscal year and must be monitored by each budget manager to make sure budgets are not over spent. Each report gives a percentage of the moneys spent per budgeted dollar amount so it is easy to detect if an account is over or under spent at any given



month. These reports also make it easier to hold budget managers accountable for their areas of responsibility. Bakersfield College's chief business officer also prepares quarterly reports for the president and vice presidents so they have a detailed review of the financial state of Bakersfield College.

Planning Agenda: The Bakersfield College Council Budget Development Committee will complete and distribute the new campus allocation plan within the next year.

The Budget Committee revised the Budget Decision Criteria in May of 2011 in which they addressed the State Chancellor's Office core mission of Basic Skills, Career and Technical Education and Transfer. The main focus of this new allocation plan is student success, with emphasis on course completion and adaptability.

Planning Agenda: In conjunction with the campus allocation process, better data for the unit plans must be identified by the budget subcommittee with the business services director, internal auditor, and institutional researcher.

Making appropriate data available for review and analysis is an ongoing challenge as Bakersfield College moves toward a more evidence-based culture. The annual unit reports are one arena where consistent data is needed as departments and programs use the data to support their anticipated needs and requests. In 2008–2009, the deans helped each area secure the data needed to complete the budget table included in the unit plan format. During the 2009–2010 unit plan revision cycle, the Office of Institutional Research and Planning worked with the Kern Community College District information technology staff to produce summary budget data for the unit plan revision.

Bakersfield College's budget planning allocation process is directly tied to its mission and goals in conjunction with Annual Program Reviews for each department. This process aids institutional research in documenting correlations between budget and planning in Bakersfield College efforts for mapping institutional effectiveness. Each year the departments across campus must justify their expenses for the new year by tying all expenses to three areas, College mission, College strategies and the state chancellor's office core mission. The Kern Community College District resource allocation procedure and Bakersfield College's budget planning process ensure the realization of Bakersfield College's mission and goals. The Program Review process that each College department must complete ascertains needs for expansion, maintenance, and/or reductions that are directly aligned to Bakersfield College's missions and goals.

Planning Agenda: Our new President introduced a very effective forum for communication called Town Hall Meetings. Bakersfield College will continue to hold College wide forums and other information-sharing activities to keep all staff apprised of the changing obstacles and scenarios faced throughout the year. These meetings should continue.

The initial success of the reported Town Hall Meetings held by the former president waned as fewer and fewer people attended the sessions. Rather than holding such meetings, the new president has shifted to providing updates and announcements through campus wide emails. He also is working through College Council to ensure ongoing effective communication is standard practice for all committee. At Opening Day on January 16, 2009, the Action 2012 Communication Initiative work group gathered data from faculty and staff in attendance, asking what communication



practices were working well on campus. Many expressed appreciation for the president's email notices and his open inclusive approach to sharing information across campus. With the increased concerns over the current state and local budget situation, the current president held several campus wide open meetings for the 2009/2010 academic year.

Bakersfield College president continues his Opening Day meetings with both the Faculty and Classified Staff. In the fall of 2011 he met with the Classified Staff for the first time in an effort to recognize them and encourage them to come and participate in this large information sharing activity. These two meetings take place twice a year at the beginning of each the fall and spring semesters. He continues his campus wide email sharing to make sure the campus community continues to be abreast of budget, student services, education or other changes in processes as we continue to move forward as an institution of higher education.

Standard IV.A.

Planning Agenda: During 2006–2007, Bakersfield College Council will undertake a self-evaluation of both its methods and level of success in communicating with Bakersfield College community. Based on the results of the self-evaluation, action will be taken to aggressively address the results with the intent of improving communication.

Bakersfield College president works through College Council to annually assess the functioning of the committee to ensure it works efficiently and effectively. As needed, Bakersfield College's College Council bylaws are modified, so the Council and its membership effectively serve the needs of Bakersfield College. This assessment is initiated from an internal review by the Council periodically as well as through a campus wide survey assessing the overall effectiveness of Bakersfield College's College Council.

Planning Agenda: During the 2006–2007 academic years, Bakersfield College Council will prepare a formal document that will clarify and formalize its role as an advisory body to Bakersfield College president.

Membership and terms of service in College Council are clearly delineated, and members are determined either by the position they hold or through a selection process established by the constituency group they represent. Membership terms vary, and in cases where a constituency group is represented by multiple members, the selection process provides for staggered terms. Each member serves as the source of communication to his/her assigned body of constituents, providing information both to and from the represented groups.

College Council has procedural guidelines that include standards for agendas and minutes; submission of agenda items; formation of task force teams for specific activities; vetting of 10+1 and bargaining related issues; and inclusion of guests in meetings and discussions.

Planning Agenda: During the 2006–2007 academic year Bakersfield College Council and Academic Senate will collaborate on developing, implementing, and evaluating new methods to more effectively communicate to Bakersfield College community on campus wide issues.



Members of College Council fill an important need in Bakersfield College's structure. As members, they are the primary and most visible representatives of their constituent groups. They are expected to set the standard for civility, candor, and accuracy in collegial discussion, through Council meetings and their interactions with others in the Bakersfield College community. As conduits of information to and from the groups they represent, they should strive to understand and accept diverse points of view while attempting to reach a consensus to best serve Bakersfield College as a whole. Members are expected to communicate regularly with the constituent group(s) they represent.

Planning Agenda: Bakersfield College Council will continue the ongoing process of evaluation in order to strive for continuous improvement in the institution's governance and decision making structures and processes.

It is the charge of College Council to act as the formal collegial consultative body designed to continually generate reflective dialogue improving instructional delivery and student support services. Additionally, College Council facilitates timely, factual, and clear communication between constituents and the Bakersfield College president as a means to develop recommendations on decisions for college wide issues in areas such as budget, planning, and facilities.

Standard IV.B.

Planning Agenda: The Board will establish a time line to develop, publish, and implement a self-evaluation process.

In 2006, the Board developed a self-evaluation process which is now published in the Kern Community College District Board Policy Manual. The Board has undertaken this self-evaluation in October 2007, October 2009, and October 2011.

Planning Agenda: The Board will establish a time line to develop a policy that addresses dealing with behavior that violates the board "Statement of Ethics."

A Code of Ethics, with appropriate sanctions for violations, was presented to the governing board in March 2008 and adopted in May 2008.

Planning Agenda: As Bakersfield College continues to grow in size, sites and complexity, Bakersfield College Council will be asked to annually evaluate the number and efficacy of the administrative staff and make recommendations to the president.

Rather than an annual review, when campus reorganization options and resulting staff needs are considered, it has been determined that the Bakersfield College president will consult with College Council to solicit feedback on the pending changes.

Planning Agenda: During 2006–2007, the Budget Development Committee of Bakersfield College Council will complete work on documenting the detailed budget development processes of Bakersfield College.

A formal budget development process has been developed by Bakersfield College's College Council, and this process has been used for the past two annual budgets.



Planning Agenda: Commencing with the 2006–2007 academic year, the recently created Facilities Planning Subcommittee of Bakersfield College Council will implement and evaluate improved methods of communication concerning the construction of new or remodeled facilities; planning of such construction; and advising faculty and staff of plans, project committees, timelines, and progress of all building efforts.

Although the Facilities Planning Subcommittee was formed and is operational, it was determined that better communication could best be facilitated through one person. The executive director of administrative services works with the Facilities Planning Subcommittee of College Council and announces campus construction and remodeling projects on campus, clarifying timelines and implications for campus routines. Regular construction and scheduled maintenance updates are also shared at College Council meetings and members are charged with sharing this information with their constituents.

Planning Agenda: By the end of the 2006 calendar year, a revised District budget allocation model will be completed for review and discussion by the Kern Community College District community.

A District wide Budget Allocation Model (BAM) was developed in 2007, and has been used and evaluated for the past three years. Several recommendations for changes to the model have been made, vetted, and approved.

Planning Agenda: During the 2006–2007 academic year, the Chancellor's Cabinet will address its role in the systematic evaluation of the effectiveness and integrity of governance and decision-making structures and processes.

An organizational map for decision making was created in July 2007 and approved District wide in fall 2008. This organizational map laid the groundwork for an expanded District document, The Elements of Decision Making, which was vetted and approved District wide in fall 2011.



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Page 437



