

May 1, 2017

Dr. Sonya Christian
President
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

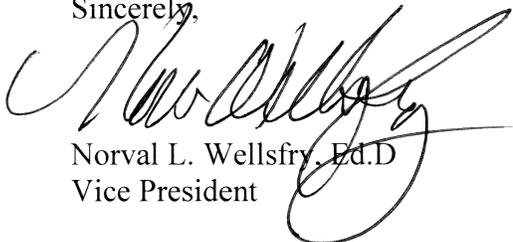
Dear President Christian:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met April 21, 2017 to review the Six Month Baccalaureate Program Follow-Up Visiting Team Report for Bakersfield College. The Final Report from the team is attached.

The Baccalaureate Program Team Report for the College will be forwarded to the Comprehensive Evaluation Team scheduled in 2018. This team will review the progress of the baccalaureate program to address the recommendations from the Baccalaureate Substantive Change Visiting Team.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to develop and implement this baccalaureate degree. If you should have any questions concerning this letter or the Committee action, please don't hesitate to contact me.

Sincerely,



Norval L. Wellsfry, Ed.D
Vice President

cc: Ms. Nan Gomez-Heitzeberg, Accreditation Liaison Officer

The Report of Substantive Change 6-Month Site Visit for Baccalaureate Degrees

Visitation Date: January 23, 2017

Bakersfield College

Bachelor of Science Degree: Industrial Automation

Team Chair:	Dr. Linda Rose
Program Content Representative:	Dr. Mia Ocean
Baccalaureate Content Representative:	Dr. Mia Ocean
ACCJC Representative:	Dr. Norv Wellsfry

Introduction and Summary of visit

Team observations

Visiting Team General Observations:

The Team visit focused on the content of the original substantive change proposal and updated information provided by the College. The team used the *Protocol and Policy on the Accreditation of Baccalaureate- Degrees* developed by ACCJC to determine the College's compliance with Accreditation Standards and Commission Policies, including the *Policy on Accreditation of Baccalaureate Degrees*. The following review standards were applied by the visiting team to Bakersfield College's Industrial Automation baccalaureate program that was previously approved through the substantive change process.

Areas of Inquiry

Mission and Authorization:

Eligibility Requirement 1

Accreditation Standards:

I.A.1, I.A.2, I.A.3, I.c.1, II.A.1

Student Learning Outcomes:

I.B.2, I.C.3, I.C.4, II.A.3, II.A.11

Institution Set Standards:

I.B3

Assessment:

I.B.7

Baccalaureate Requirements:

II.A.5, II.A.6, II.A.9, II.,10, II.A.13, II.A.14

General Education:

II.A.12

Support Services/Library:

II.B.1, II.C.6

Infrastructure Support:

III.A.1, III.B.3, III.C.1, III.D.1, IV.A.4

Faculty Qualifications:

III.A.2, III.A.7

The program has been in operation for less than a full academic term

The Comprehensive review of the College will occur: Spring 2018

Elements of the Substantive Change Proposal

Eligibility Requirements and Accreditation Standards

The Eligibility Requirement and Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the Standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

Area of Inquiry - Mission/Authorization
<p><u>Introduction:</u> On January 23, 2017, an evaluation team, Dr. Linda Rose, Team Chair, team member Dr. Mia Ocean, Baccalaureate Specialist/Academic and ACCJC Representative Dr. Norv Wellsfry conducted a Substantive Change Six-Month Site Visit to Bakersfield College. On March 16, 2015, The California Community Colleges Board of Governors granted final approval for Bakersfield College to participate in a pilot program that allowed the College to develop content and offer a baccalaureate of science degree in Industrial Automation. The purpose of the team visit was to examine evidence provided by the College to support the Eligibility Requirement and Standards to determine that the College meets the Standards with respect to the baccalaureate of science degree. During the visit the team examined the Special Report and supporting documentation, prepared by the College, interviewed administrators, faculty, staff, students, and in one case a community member of the baccalaureate program Advisory Committee.</p> <p>In general, the team found that Bakersfield College was organized and well prepared for the visit. College staff arranged meetings with individuals and groups that were agreed upon with the team chair and appropriate documents were assembled in the meeting room that was used by the Team. During the visit, interviews with college employees included the President of the College, Vice President of Instruction, Vice President of Student Affairs, Dean of the Division, Department Chair, faculty assigned to teach in the baccalaureate program, faculty assigned to counseling, and the Library. The team also met with the Curriculum Committee Chair and key faculty who contributed to the development of curriculum as well as the manager of Human Resources, the Director of Facilities, and the Director of Information Services.</p>

Eligibility Requirement 1. Authority: *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate

degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

Evidence: The team reviewed electronic evidence contained on the college's website as well as copies of meeting minutes. An entire section is dedicated to the history, development, and final authorization for the baccalaureate program. The college also provided documents in the team room to support their claim for the college's authorization to offer the baccalaureate degree.

Findings: The college is authorized as a post-secondary institution to award associate degrees and a baccalaureate degree. The team found that the college was granted the authority to develop content and offer courses for students to complete the baccalaureate of science degree in Industrial Automation. The College received the authority to grant a baccalaureate of science degree in Industrial Automation on March 16, 2015.

Standard I.A. Mission:

Standard I.A.1, *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.

Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

Evidence: The team reviewed the Strategic Directions Plan, and the Addendum to the 2016-2017 Catalog to validate the claim by the college that the college describes the institution's broad educational purposes, its intended population, the types of degrees and other credentials it offers and its commitment to student learning and student achievement.

Findings: The college mission is included in key planning documents that are listed on the College website and in printed materials distributed to students. The team met with the executive team and the baccalaureate degree team that included the Dean and key faculty to determine the process for reviewing and revising the college mission statement. The review of the college's mission statement was in line with the ongoing process by which the college reviews the mission statement. Using their participatory governance structure the mission statement included a review by College Council, and final approval by the Board of Trustees. Program faculty created a mission statement specifically for the baccalaureate degree that is aligned with the College's newly revised statement.

Standard I.A.2: *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

Evidence: The team reviewed documents that described data collected by the college such as, Student Progress, BS Industrial Automation Program, Fall 2016, Interested Student's Progress BS Industrial Automation Program, Fall 2016 and Quick Look: Students Interested in the BS Industrial Automation Program, Fall 2016 and Industrial Automation-Final Grades for Fall 2016 that reflect student access to financial aid, course enrollments and completion in Tier I and Tier II courses. The college uses data in the development of program review documents to determine the need for specific resources to improve the program

Findings: The team found that supporting documentation demonstrates the effectiveness and success of the Industrial Automation baccalaureate program is appropriate and aligned with the college's mission.

Standard I.A.3: *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

Evidence: The team examined documents that illustrate a clear alignment with the institutional mission. For example, program review documents from the 2015 and 2016 review cycle describe the institution's use of the information for resource allocation and goals for student learning. The team also reviewed the Baccalaureate Degree Assessment Plan which described reflected the alignment with the college mission.

Findings: The team found evidence that the College's mission is guiding institutional decision making, planning, and resource allocation for the baccalaureate program. Institutional goals for student learning and achievement are reflected in evaluation and assessment data being collected.

Standard I.C.1: *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

Evidence: In addition to a review of course syllabi, course outlines, the Strategic Directions Plan, and fact sheets, the team interviewed six students who are currently enrolled in Tier I program courses. These students reported that they have received and continue to receive information related to the baccalaureate program that is clear and accurate. They reported that learning outcomes are included on all course syllabi and program requirements are explained by the dedicated counselor and prominently displayed in the 2016-2017 catalog addendum. Minutes from department meetings were also reviewed to support the institution's assertion that it is thoughtful in its dissemination and evaluation of information.

Findings: As reported by students, administrators, and program faculty the Team found that the college assures the clarity, accuracy, and integrity of the information provided by sharing information with appropriate constituent groups. Fact sheets and newsletters are distributed to enrolled and interested students, and the catalog and other program documents are updated appropriately.

Standard II.A.1: *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

Evidence: The team examined course outlines of record, course syllabi, and the Addendum to the 2016-2017 Catalog to validate the College's claim that the baccalaureate degree program is aligned with the College's mission.

Findings: A review of a document titled Interested Student's Progress, BS Industrial Automation Program, Fall 2016 reflects data collected to indicate demand for the program and the correlation with the College's mission. Interviews were also conducted with six students who completed the first semester of the Tier 1 program and are now enrolled in their second semester.

Area of Inquiry - Student Learning Outcomes

Introduction:

Bakersfield College is actively engaged in the assessment of established student learning outcomes for baccalaureate courses that comprise the program. The College has collected and continues to collect outcomes assessment data for upper division courses that reflect higher levels of depth and rigor. The curriculum review process is formal and baccalaureate program faculty share collected outcome data with the baccalaureate program Advisory Committee members.

Standard I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

Evidence: The team examined the baccalaureate program course syllabi and course outlines. The team also interviewed program faculty engaged in the delivery of instruction at the upper level and members of the Curriculum Committee. Moreover, the team interviewed a community member of the Industrial Automation Advisory Committee.

Findings: The team found that the College has a rigorous process for the development and review of the curriculum for all courses, including the baccalaureate program. During the interviews with content faculty, members of the curriculum committee and the advisory Committee member, they shared the details for developing and refining the student learning outcomes for the baccalaureate program. Some of the student learning outcomes are strong and reflect the depth and rigor of upper division coursework; for instance, INDA B100, INDA B101, and INDA B110. Other courses, such as INDA B112 and INDA B124 include a range of levels which may be necessary for the course content.

The Team also found that other student learning outcomes could be more reflective of lower division coursework including INDA B120 and INDA B130. Additionally, the team found a lack of clarity about the process for measuring the outcomes in one course. For example, the second student learning outcome in INDA B144 lacked a specific outcome that could be measured. In addition, the Team learned during the interviews that the College has begun to revise their student learning outcomes. They are in the process of updating them based on their re-evaluation and their incorporation of Bloom's Taxonomy. Lastly, the Team found that the baccalaureate degree program learning outcomes could be categorized as mid-level rather than advanced. An update of the program student learning outcomes would be useful to more accurately reflect the rigor of their coursework and program.

Standard I.C.3: *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

Evidence: Based on preliminary and real data collected from the first semester student cohort, the College has evaluated student learning and projected student retention. This data is available on the College's website for external constituents to examine.

Findings: During interviews with college personnel from Academic Support and Student Services interviewees shared that they will continue to collect this information as students progress through the baccalaureate program. Publications describing information about the baccalaureate degree will be updated for review by prospective students and the public. This is the same process that currently exists for dissemination of information for lower division programs.

Standard I.C.4: *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

Evidence: The team examined the Baccalaureate Program Outline, the 2016-2017 College catalog and the 2016-2017 catalog Addendum for the Baccalaureate Degree which include descriptions of the program purpose, course requirements, and program learning outcomes.

Findings: The team found that the purpose, content, course requirements and learning outcomes of the Industrial Automation baccalaureate program are clearly described in the 2016-2017 College catalog and program outlines.

Standard II.A.3: *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the Institutions officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

Evidence: The team examined an Excel spreadsheet, provided by the College, of the completion and retention rates for the current cohort of students from the Fall 2016 and enrollment and current retention rates for the Spring 2017 semester.

Findings: The team found that due to the infancy of the baccalaureate program, current assessment data is limited. However, during the Fall 2016 semester the College conducted an assessment of upper division courses offered during that term. The assessment information was shared with baccalaureate program faculty, Student and Academic Support Services liaisons, appropriate committees and college administrators. These groups have begun to address concerns and potential barriers to student success that emerged from the examination of the data. These concerns will be addressed as the College continues to conduct assessments to refine the rigor of the curriculum in the best interest of the program and student success.

Standard II.A.11: *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

Evidence: The team examined Program and Course Outlines provided by the College.

Findings: The team met with the upper division faculty and members of the Curriculum and Industrial Advisory Committee, who explained the process of developing and refining the student learning outcomes. Some of the student learning outcomes are strong and reflect the depth and rigor of upper division coursework, for instance, INDA B100, INDA B101, and INDA B110. Other courses include a range of levels which may be necessary for the course content, for instance, INDA B112 and INDA B124. In addition, the team found that other student learning outcomes could be more reflective of lower division coursework, for example, INDA B120 and INDA B130. The team found that the measurement of outcomes for some student learning outcomes was unclear. For example, the description of the second student learning outcome for INDA B144, was not clear.

During interviews with program faculty, they stated that they are revising their student learning outcomes and are in the process of updating them based on their re-evaluation in relation to Bloom's Taxonomy. Additionally, the Team found that program learning outcomes could be categorized as mid-level rather than advanced. An update of the program student learning outcomes would be useful to more accurately reflect the rigor of their coursework and program.

Area of Inquiry – Institution Set Standards

Introduction:

The College has established practices of collaborating with all stakeholders to determine what Institution Set Standards will be used to assess student learning and achievement. The College plans to collect student learning and achievement data for the baccalaureate program on a routine basis and store that data on the College's website. The College also plans to continue the collaboration with the District Research Office to provide data summaries for the baccalaureate program to be used by program faculty and administrators as they complete their annual program reviews.

Standard I.B.3: *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

Evidence: The team examined the College's Program Review documents from 2015, and 2016, as well as baccalaureate degree assumptions and the *Renegade* Scorecard to review the Institution set standards for the program as well as the separate Student Achievement standards for the baccalaureate degree.

Findings: The team found that the Institution has set-standards for the baccalaureate degree program in the areas of student achievement including student learning, student progress and completion, leadership and engagement, oversight and accountability and facility use. The college is actively engaged in collecting this data despite the infancy of the program. The student achievement standards are separately identified and assessed for the baccalaureate program.

Area of Inquiry - Assessment

Introduction:

Bakersfield College regularly assesses its programs and associated services. Additionally, they recognize the unique nature of an upper division program and have modified existing practices and policies appropriately to fit this new program.

Standard I.B.7: *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support

services and resource allocation and management.

Evidence: The Team examined baccalaureate program review data that included examples of protocols being used to collect data on student learning, student progress and completion, leadership and oversight of the baccalaureate program. The Team also reviewed the Strategic Directions Plan and a sample of an Outcome Assessment Report for ELET B1 Basic Electronics course.

Findings: During interviews with baccalaureate program faculty and administrators the College clarified their understanding of the unique nature of program upper division coursework. For instance, they were cognizant of how the cohort model, and pseudo-cohort models, differ from the open-door admissions of lower division courses. The College has modified their evaluation procedures, as necessary, to reflect these differences. For instance, they are evaluating program courses each semester to determine and refine the outcomes to improve student success.

In addition, the Team found that the College is collecting data to determine the needs of students who have expressed an interest in the program, applied to the program, and have been admitted to the program in a way that is unique for to the upper division courses.

Area of Inquiry – Baccalaureate Requirements – Units/upper Division
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<u>Introduction:</u>

Bakersfield College has developed and continues to refine its upper division, baccalaureate requirements. Their course requirements are reflective of the accreditation standards in credit hours and content, and they offer the coursework frequently to allow for timely student completion. Bakersfield College also evaluates student learning and content mastery in both major specific and general education coursework. They have also developed a comprehensive transfer course policy and process.

Standard II.A.5: *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher

education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.

- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

Evidence: The Team examined the Industrial Automation Program Outline which illustrated the baccalaureate degree program includes 41 credits of lower division general education, 19 credits of lower division technical core, 51 credits of upper division technical core, and 9 credits of upper division general education, for a total of 120 credits.

Findings: The Team found that the College has thoughtfully included the credit requirements for each section. During interviews with program faculty the Team found that the College is attentive to academic rigor within the course content and assignments. The Team also found, during interviews with program administrators and faculty that faculty are actively engaged in consulting with university faculty and university department chairs as well as industry leaders.

Standard II.A.6: *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*¹ (ER 9)

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

Evidence: The Team examined the Bakersfield College 2016-2017 Catalog, and the Baccalaureate Degree Addendum to the 2016-2017 Catalog to validate the College's claim that program courses are scheduled to ensure that students complete the program in a reasonable period of time.

Findings: The Team found that the College offers baccalaureate program courses in a way that allows students to complete the program in four years, or upon entrance into the upper division program two years. The Team also found, through interviews with program faculty and staff that seats in the upper division courses are restricted, allowing only admitted students to register for them, similar to the College's nursing program. This ensures courses have ample room for their students removing barriers that students can encounter with full classes which can hinder their completion.

¹ Glossary: Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

Standard II.A.9: *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

Evidence: The Team examined samples of student work, course syllabi, assignment descriptions, and grading rubrics provided by the College to support their claim that ongoing assessment of student learning is consistent and data currently being collected will be used to improve the program.

Findings: The Team found, during interviews with program faculty and currently enrolled students, that the College is committed to maintaining high standards for the program. Students commented on the rigor of the courses. Students also shared that they felt the course content was truly preparing them to be successful in the field of Industrial Automation, post-graduation.

Standard II.A.10: *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. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Evidence: Bakersfield College provided evidence of its transfer policy which is listed in the College Catalog.

Findings: In addition to the College Catalog, Bakersfield College shared both in conversation and its report, that a member of the Admissions and Records Office in conjunction with faculty evaluate official transcripts, course descriptions, and syllabi of transfer courses to determine if the learning outcomes are comparable to the prerequisite courses for the upper division program as needed.

Standard II.A.13: *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and*

include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

Evidence: Bakersfield College provided their Program Outline, Course Outlines, and website access.

Findings: Bakersfield College has developed a clearly focused Baccalaureate Degree in Industrial Automation Degree. The supporting documents evidence Bakersfield College's focus on student attainment of the major theories and practices expected of an applied bachelor's degree program.

Standard II.A.14: *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

Evidence: Bakersfield College provided a tour of their facilities which included equipment that prepares students for a licensure exam.

Findings: Bakersfield College faculty explained that they are considering seeking additional professional accreditation but have not yet at this time. There is not a professional accreditation standard for Industrial Automation specifically (although they may consider spearheaded an effort in this area), but they could seek accreditation in a related field.

Area of Inquiry – Baccalaureate Requirements – General Education

Introduction:

Bakersfield College drew on its community of experts, including faculty, to develop the general education requirements for their baccalaureate program. The content for general education courses is linked to major course content and provides for holistic educational development.

Standard II.A.12: *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.
- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.

The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

Evidence: The College provided the Team with copies of the Program Outline which includes the required courses with recommended sequencing.

Findings: The Team found that the College offers the requisite number of general education courses required at the lower and upper division levels. The courses cover an array of knowledge and are appropriate for the major. In addition, the College recommends that students integrate the general education sequencing with their major coursework.

Area of Inquiry – Support Services/Library

Introduction:

The College is actively supporting the baccalaureate program faculty as they assess the current structure of Learning Support services dedicated to the baccalaureate program. The College is planning to make changes, as appropriate, to the Library and other support services to ensure the success of students working to complete the requirements for the Baccalaureate Degree in Industrial Automation. The existing structure of Learning and Library support programs does support students enrolled in the baccalaureate program and faculty and administrative staff are making necessary changes to address the needs of students.

Standard II.B.1: *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

Evidence: The team conducted interviews with representatives from Student and Academic Support Services to determine the validity of the claims by the College that they provide access to specialized labs and tutoring services in response to student requests for assistance outside of class. Interviewees included a faculty member from the Library, a counselor assigned to work with students enrolled in the baccalaureate program, faculty also assigned to teach in the program and students currently enrolled and attending classes in the program.

Findings: The Team found that several full-time faculty, assigned to the baccalaureate program, also support students by holding their office hours in the specialized labs after class. These faculty also work with the faculty Librarian to determine the extent of the library support needed by students. The Library collects data on the use of the Applied Science and Technology Source database and shares this information with program faculty and administrators. During the site visit the Team toured the Instrumentation and Process Control Lab, the Computer Integrated Manufacturing Lab and the recently renovated Robotics Lab. The Team observed students working together in small groups with program faculty.

Students attending classes in the baccalaureate program can access learning support services by attending specialized labs, tutoring, supplemental instruction, and the Writing Center. During the interviews with faculty and staff, the Team also learned that some program faculty hold their office hours in the specialized labs working with students to further assess the appropriate level of academic student services support. Students reported that faculty worked with them in the specialized labs, during their office hours. Program faculty reported that they plan to use program

assessment data to determine the appropriate tutoring and supplemental instruction services that will help students complete the program.

Standard II.C.6: *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways² to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.
- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

Evidence: The Team interviewed staff from Enrollment Services, Admissions and Records, Counseling, and Financial Aid to validate that the College has established, adopted, and adheres to admission policies that are appropriate to the mission of the College and the baccalaureate program. The team also interviewed students enrolled in the program who have utilized the student support services provided by the College. The Team reviewed the baccalaureate degree program application guidelines, the College Catalog and the 2016-2017 Addendum to the College Catalog.

Findings: The Team found that the College is adhering to admission policies that are consistent with its mission guidelines for the baccalaureate program. Students reported that they meet with the dedicated baccalaureate program counselor to discuss the program and develop the pathway to program completion. Students also reported that they speak with program faculty when they have questions related to the program pathway and completion.

² Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

Area of Inquiry – Infrastructure Support

Introduction

The College has established the infrastructure required to ensure the success of the baccalaureate program. Its human resources are sufficient and appropriate to support a baccalaureate program. The Physical Resources committed to the program meet the unique needs of the program and ensure the effective delivery of the program. The technology committed to the program will ensure that this technology based program will be able to address the requirements of the program and ensure the programs ability to serve the program and the community served. The financial resources committed to the program are sufficient for the viability and continued stability for the foreseeable future.

HUMAN RESOURCES

Standard III.A.1: *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

Evidence: Review of job descriptions. Review of faculty listing with highest degrees identified. Interviews with program faculty. Review of active solicitation for a new faculty position.

Findings: The job descriptions of faculty in the baccalaureate program reflect the duties and responsibilities of the position. The generic Job Description for an electronics position included in the evidence did not reflect the requirements of the baccalaureate degree. The current job description for the new faculty member in Industrial Automation does reflect the appropriate level of qualifications. It addresses the duties and responsibilities for a baccalaureate position.

PHYSICAL RESOURCES

Standard III.B.3: *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.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

Evidence: During the visit the Team was given a tour of the area on campus where students,

enrolled in the baccalaureate program, attend classes, work in labs, and use equipment to learn the content describe in the course outlines.

Findings: The College has four laboratories currently used by the Industrial Automation program. One lab, the Industrial Automation lab, has been recently renovated. This lab includes five industrial grade robots similar to those utilized in local industries. Students have regular and sufficient access to these facilities. Facilities are shared with the Associate Degree program, but sufficient time is made available to allow appropriate access to the equipment and the facilities. Facilities have been upgraded on a regular cycle to ensure program effectiveness. These facilities meet the requirements of the program based on the regular evaluation of these programs through the program review process.

TECHNOLOGY RESOURCES

Standard III.C.1: *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

Evidence: During the visit, the Team interviewed college personnel from the Technology Student Support, and Administrative Services and Facilities departments to validate the information provided in the College's Report.

Findings: The college has an active technology plan. The program has submitted requests through the appropriate process to acquire additional technology. Specialized technology equipment and proprietary software has been acquired as needed. The technology resources related to this program, especially the dedicated program equipment and facilities, are appropriate and adequate for the program.

FINANCIAL RESOURCES

Standard III.D.1: *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner, that ensures financial stability. (ER 18)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

Evidence: During the visit the Team interviewed the President and the College's executive staff, reviewed the *Closing the Loop* report, as well as Program Review documents that were presented as evidence to confirm the College's assertion that sufficient financial resources have been allocated to the baccalaureate program and are sufficient to support and sustain student learning, and program effectiveness.

Findings: The College has sufficient financial resources to effectively operate and sustain the program. The program received a \$350,000 supplemental grant to support the startup costs. The refurbished automation lab, funded through local resources, is evidence of a college financial commitment to the program. The program also enjoys substantial support from the local business community. Specific financial data was not provided in the evidence. However, at this point that is not a problem for the program. It is evident that the college provides significant support to the program and that support should be ongoing into the near future.

Governance

Standard IV.A.4: *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

Evidence: During the visit the Team interviewed members of the College executive team and division leadership to validate the information presented in the Special Report. Interviewees included the President, Vice Presidents of Instruction, and Student Affairs, the Department Chair and the Dean of Engineering and Industrial Technology. The Team also reviewed The Strategic Directions Report, the revised Mission Statement, Program Review documents and minutes from Curriculum Committee meetings, attended by faculty. The Team also learned,

during interviews, from the Industry Partner and Advisory Committee Chair that members of this committee are actively engaged in the baccalaureate program activities, as an advisory group.

Findings: The visiting Team found that academic administrators and faculty assigned to the baccalaureate program consistently work collegially to determine the appropriate academic programs, courses, student learning outcomes and level of support for academic tutoring and other student services.

Area of Inquiry – Faculty Qualifications

<u>Introduction:</u>

The College follows an established process for hiring full-time faculty to ensure that all Board approved faculty meet the minimum qualifications defined by the California Community College Chancellor’s Office. The College also ensures that guidelines and policies referenced in the established Collective Bargaining Agreement for faculty and specifically related to curriculum development and the assessment of student learning are followed. Since the baccalaureate program is evolving the college is consistently reviewing the requirements for the program to ensure compliance.

Standard III.A.2: *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master’s degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master’s degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor’s degree in the discipline or closely related discipline, and a Master’s degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

Evidence: Bakersfield College provided access to the active job posting announcement for the baccalaureate program faculty position on their website.

Findings: During the Team’s interviews with baccalaureate program faculty and administrators, assigned to teach and manage the program, it was evident that they had evaluated current faculty credentials in order to comply with this standard. For instance, one of their current professors was pursuing his graduate degree in order to be eligible to teach

in the program in the future. Additionally, a review of the job description and qualifications reflect the requirements described in this Standard including requiring a minimum of a master's degree and appropriate industry experience.

Standard III.A.7: *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

Evidence: The visiting Team interviewed baccalaureate program faculty to validate the College's claim that one full-time faculty member is assigned as the lead faculty for the baccalaureate program. Interviewees included qualified faculty teaching in the Industrial Automation program, including faculty assigned to teach in the General Education, as curriculum in the program require these courses. A member of the visiting Team also reviewed the College's Collective Bargaining Agreement, (Community College Association Contract) online.

Findings: The Team found that 7 of the 21 faculty (the Team interviewed these 7 faculty members) are currently assigned to teach a percentage of their load in the program. One of these faculty members is the lead faculty assigned to the program. The Team learned that due to the emerging nature of the field of Industrial Automation, a limited number of colleges and universities, in the United States, offer postsecondary degrees that are specific to this discipline. However, the College requires that faculty hired and assigned to teach in the baccalaureate program possess an advanced degree; Master's or Doctorate in a closely related field or a Bachelor's degree in a closely related discipline and a minimum of six years' experience.

Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

The visiting Team reviewed the College Catalog and the 2016-2017 Addendum and found that the College specifically described information about the Bachelor of Science degree in Industrial Automation. The College Catalog also includes the following elements:

1. General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
2. Requirements for
 - Degrees, Certificates, Graduation and Transfer

Commission Policies

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies³ in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

During the site visit the Team reviewed the baccalaureate degree Program Review documents, the *College Catalog and the 2016-2017 Addendum*, the 2012 ISER and the *Closing Loop; Bakersfield College Report*. At this time, the evolution of the baccalaureate program requires the College to develop and routinely review existing practices to confirm that the College adheres to the Commission Policies. The College is reviewing existing policies to ensure that future reports reflects the College's compliance with the policies listed below:

- Standards and Performance with Respect to Student Achievement
- Credits, Program Length, and Tuition
- Transfer Policies
- Distance Education and Correspondence Education
- Institutional Disclosure and Advertising and Recruitment Materials

³ See the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies for articulation of the evaluation criteria.

RECOMMENDATIONS AND FOLLOWUP

The College is scheduled for a comprehensive site visit in 2018. This report will be forwarded to the site visiting team. The College should consider the comments included in this report as it prepares for the comprehensive site visit.