

Bakersfield College 2018 Institutional Self-Evaluation Report Bluff Notes

Over 200 faculty, staff, administrators, and students engaged on writing teams, in open forums, and through our campus committees to develop a 141 page institutional analysis in response to the ACCJC Standards. This document summarizes that analysis and key evidence for review.

Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity | *The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

STANDARD I

I.A

Bakersfield College's mission statement describes its threefold educational purpose (college degrees, workplace skills, and transfer preparation), and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21st century. Our mission describes our purpose and informs our decision-making, planning, and resource allocation. We ensure this alignment through the continual use of data in a guided pathways framework. Our institutional momentum points, the publicly-accessible Renegade Scorecard, and annual Program Review data inform our planning in Strategic Directions and the Educational Master Plan. We know our data informs our decision-making as evidenced in the annual Closing the Loop document which links resource decision-making to planning.

- Mission Statement
- Core Values
- ILOs
- Renegade Scorecard
- Program Review
- AIQ Committee
- Strategic Directions
- Educational Master Plan
- Closing the Loop

I.B

Our committee structure is designed to ensure we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness in educating a diverse student body. Student learning is our first Strategic Direction, and we are fully committed to the assessment of student learning as evidenced by our Assessment and Program Review processes. We are committed to continual improvement, having established an Accreditation & Institutional Quality (AIQ) Committee and a fully-staffed Office of Institutional Effectiveness. These entities provide oversight in the review and analysis of our Institution-Set Standards. Our formal structure assures we maintain a high academic quality of our programs.

- ISER Data Prelude
- Institution-Set-Standards
- Renegade Scorecard
- Committee websites
- Strategic Directions
- Admin Work Plans
- College Council
- Academic Senate

I.C

Bakersfield College is committed to providing clear, accurate information to all of our constituents. Our primary tool to deliver information is our publicly-accessible website, where anyone can find information about our mission, learning outcomes, educational programs and support services, policies and procedures, cost of attendance, and accreditation status. Our intentionally-designed formal committee structure ensures timeliness and accuracy of information through systematic review and approval processes for institutional publications.

- College Catalog
- Educational Master Plan
- Strategic Directions
- Renegade Scorecard
- Committee websites
- Employee contracts
- Student Code of Conduct

Standard III: Resources | *The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

STANDARD III

III.A	<p>Bakersfield College employs a sufficient number of qualified personnel to support our mission, and has seen a significant increase in hiring over the past five years. We identify personnel needs through the Program Review process and have an established prioritization process for faculty and classified staff. We are committed to hiring only the most qualified personnel and use a five-step hiring process led by a Screening Committee to ensure integrity and equity in all recruitment and hiring. Once personnel are hired, our thorough and systematic evaluation process ensures all personnel receive feedback and ongoing professional development.</p>	<ul style="list-style-type: none"> -KCCD HR website -Board Policy Manual -Title V Ed Code -FCDC Voting Process -EODAC website -FLEX Week schedules -Adjunct Orientations
III.B	<p>In recognition that a supportive learning environment needs safe and sufficient physical resources, BC assures safe physical resources in support of our mission via several avenues: around-the-clock public safety service, updating security and safety features of buildings and other physical resources, and getting input from employees and students on maintenance needs. Bakersfield College's commitment to the maintenance and upgrade of physical resources could not be clearer: the college has secured two bonds, with the most recent bond bringing over \$415 million directly to BC for facilities and infrastructure upgrades. Our Facilities & Sustainability Committee tracks and assesses the ongoing short- and long-range capital plans detailed in our Facilities & Technology Strategic Direction and Facilities Master Plan.</p>	<ul style="list-style-type: none"> -Facilities Master Plan -Facilities & Sustainability Committee -Facilities & Technology Strategic Direction -Safety Advisory Committee -Accessibility Task Force -A Better BC Website
III.C	<p>Bakersfield College ensures that all of its technology needs are satisfied through a two-pronged approach: a dedicated Technology Support Services department and the Information Services and Instructional Technology (ISIT) committee. The ISIT committee prioritizes and assesses technology using the College Technology Process. Technology expenditures have grown substantially over the past five years as requested in the Program Review process and reported in our annual Closing the Loop document.</p>	<ul style="list-style-type: none"> -ISIT website -BC Technology Plan -College Technology Process -Closing the Loop -Program Review
III.D	<p>KCCD receives state apportionment funding based primarily upon Full-Time Equivalent Student (FTES) enrollments. Those funds are allocated to BC through the adopted budget procedures according to the Budget Allocation Model. College-wide budgets, categorical funds, and reserves have all increased substantially since 2013 with the arrival of our new president. As a result, the college has been able to improve institutional effectiveness, and expand programs and support that enable us to meet our mission. All instructional programs and student support and administrative service units access funds by submitting budget requests through the program review process.</p>	<ul style="list-style-type: none"> -Budget Allocation Model -Budget Decision Criteria -Program Review -Closing the Loop -Budget Committee -AIQ Committee -KCCD Business Services -Board Policy Manual