



**2014 Annual Report  
 REVIEW**

Bakersfield College  
 1801 Panorama Drive  
 Bakersfield, CA 93305

**General Information**

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nan Gomez-Heitzeberg
3.	Phone number of person preparing report:	661 395-4201
4.	E-mail of person preparing report:	<a href="mailto:ngomez@bakersfieldcollege.edu">ngomez@bakersfieldcollege.edu</a>
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Introduction.pdf">http://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Introduction.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.bakersfieldcollege.edu/">http://www.bakersfieldcollege.edu/</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 18,113 Fall 2012: 17,792 Fall 2011: 17,876

	enrollment.	Fall 2011: 17,070
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	16,408
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	6,384
9.	Number of courses offered via distance education:	Fall 2013: 111 Fall 2012: 118 Fall 2011: 125
10.	Number of programs offered via distance education:	91
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 2,666 Fall 2012: 2,720 Fall 2011: 2,807
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	Yes

### Student Achievement Data

#	Question	Answer
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14a.	What is your Institution-set standard for successful student course completion?	65 %				
14b.	Successful student course completion rate for the fall 2013 semester:	67.2 %				
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.					
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1			
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	971			
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	898			
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,505				
16b.	Number of students who received a degree in the 2012-2013 academic year:	809				
16c.	Number of students who received a certificate in the 2012-2013 academic year:	1,019				
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	805				
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	1,010				
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No				
18b.	If yes, please identify them:	n/a				
19a.	Number of career-technical education (CTE) certificates and degrees:	81				
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	81				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	<b>skipped</b>				
	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:					
		<table border="1"> <thead> <tr> <th>CIP Code 4 digits</th> <th>Institution</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	CIP Code 4 digits	Institution		
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20.	<b>Program</b>	<b>(##.##)</b>	<b>Examination</b>	<b>set standard</b>	<b>Pass Rate</b>
	Registered Nursing	51.38	state	87 %	93 %
	Vocational Nursing	51.39	state	85 %	100 %
	Radiologic Technology	51.0911	national	90 %	0 %
	Emergency Medical Technician	51.08	national	0 %	0 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard</b>	<b>Job Placement Rate</b>	
	Registered Nursing	51.38	0 %	0 %	
	Vocational Nursing	51.39	0 %	0 %	
	Radiologic Technology	51.0911	0 %	0 %	
	Emergency Medical Technician	51.08	0 %	0 %	
22.	Please list any other institution set standards at your college:				
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>			<b>Institution set standard</b>
	Critical Thinking in Courses (analysis)	Students reporting percent of analysis in coursework			80%
	Critical Thinking in Courses (evaluation)	Students reporting percent of evaluation in coursework			80%
	Counselor Ratio	Number of students per counselor			800
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				
	Bakersfield College has developed an Institutional Scorecard that is a tool for communicating the important work of the college and a tool to generate dialogue within the college community. The Scorecard communicates metrics that help guide data-informed decision-making. Each metric represents a barometer of the strategic initiatives that are derived from the college mission. The Institutional Scorecard is an interactive web based site. All college groups have participated in setting the key metrics at college-wide events, committee meetings, and through surveys. Standards have been set through dialog and interaction among employee groups including classified, faculty and administrators. The Institutional Scorecard metrics include documentation of the dialogue and improvements made, information about the data sources and the collegially developed standard. The Institutional Scorecard identifies and reports metrics (or essential indicators) derived from the College's strategic initiatives, interventions, perceptions and operational data that were implemented thru Bakersfield College's Strategic Plan that is based on the mission of the college.				

### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

<b>#</b>	<b>Question</b>	<b>Answer</b>
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24.	Courses		
	a.	Total number of college courses:	929
	b.	Number of college courses with ongoing assessment of learning outcomes	929
	Auto-calculated field: percentage of total:		100
25.	Programs		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	112
	b.	Number of college programs with ongoing assessment of learning outcomes	112
	Auto-calculated field: percentage of total:		100
26.	Student and Learning Support Activities		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	14
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	12
	Auto-calculated field: percentage of total:		85.7
27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.curricunet.com/kccd/">http://www.curricunet.com/kccd/</a>	
28.	Number of courses identified as part of the GE program:	191	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100 %	
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes	
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	<b>skipped</b>	
32.	Number of Institutional Student Learning Outcomes defined:	4	
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100 %	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100 %	
35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).		
	Bakersfield College uses a peer review process to assess its Institutional Learning Outcomes. These are identified as General Education Outcomes and are aligned to ILOs 1 and 2. Each year one General Education Outcome is assessed. The Institutional Research Office randomly selects courses designated as meeting that outcome. Faculty and administrators responsible for the selected courses are notified and receive materials describing the assessment process, the assessment rubric, and a list of faculty who can provide assistance. Committee members from the Assessment and General Education Subcommittee meet with and engage faculty in a dialogue about learning outcomes, student artifacts, assessment tools,		

faculty in a dialogue about Learning Outcomes, student artifacts, assessment tools, assessment results, and decisions made based on the results. Committee members provide feedback that includes verification about whether the GE SLOs are being met; the assessment tools are valid and reliable; the conclusions drawn from the results and the changes are logical and effective. Overall, this peer review process has led to rich dialogue between practitioners. The Institutional Learning Outcomes and assessment process are being updated. The results will be included on the Institutional Score

**Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.**

36. Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

At Bakersfield College individual course level student learning outcomes are identified or mapped to program learning outcomes. This process is documented in CurricUNET. Common elements of instructional content are identified and become the primary target of the assessment process. Individual program learning outcomes address these elements and their relationship to the overarching institutional learning outcomes that are also assessed. At the course, program and institutional level the assessment process validates whether the connections between these three levels are aligned and effectively working together. The Communication Department has been engaged in revisions of several course SLOs to better reach their intended purpose.

37. Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

Bakersfield College has implemented various strategies to communicate SLO assessment results to both internal and external audiences. An assessment BLOG highlights the assessment work of instruction, student and administrative services and programs. An annual Assessment Week promotes exemplary assessment strategies and results through workshops and activities for students and employees. The Assessment Committee has sponsored a spring event spotlighting the assessment work of programs from across the campus. This has become an informative and social event for the campus community. The shared results have initiated discussions and generated ideas for improvement. Assessment Committee members are regularly scheduled presenters at governance meetings throughout the year. Overall, the communication strategies have increased the involvement of all employees in the assessment process, leading to more effective use of data in decision-making. The recently revised annual Program Review Update includes an assessment results component.

38. Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

SLO assessment results are used in various ways to impact practices and decision-making. The Assessment Committee completes a theme analysis of program level qualitative comments each spring and a 'Think Tank' project is designed around the prominent theme. In 2012-2013, the identified theme was to address the need for effective writing assignments and rubrics for all disciplines. A multi-disciplinary team developed a writing rubric and trained faculty in the first college faculty learning community. Assessment data and results are embedded in the Annual Program Review Report and becomes a vital component in the planning, resource allocation and improvement processes for the College. All areas are expected to complete the assessment process in the spring and determine resource needs based on the results. Resource requests in the fall are included in the annual program review and may include personnel, facilities, technology and facilities or maintenance. Requests are

	ranked using the program review as the supporting documentation. The College Council receives the ranking and allocation decisions are made based on identified need and documentation.
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In 2012 – 2013, The Academic Development Department developed a pilot to address progression, completion and success rates for the lowest level basic skills students. A review of assessment results and national literature provided the background for designing the pilot. The first assessment revealed that while the retention rates were similar to those from previous semesters, students with the least interaction with faculty and staff were least successful. Based on the results, a hybrid course was developed that utilizes technology to support learning and maximizes interaction with faculty. Assessment results have shown this hybrid model is more effective and the department plans to continue the practice. Information and Media Services have teamed together to conduct focus groups and to develop surveys to assess whether recent technology installation were effective in improving instruction and to assess software needs. The assessment resulted in a change in the Annual Program Review so that requests for technology are tied to goals and outcomes. A new website was also created to centralize the location of committee agendas, minutes, and documents. This has increased efficiency and provided greater access to information.</p>

**Substantive Change Items**

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 1 2010-11: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Courses and/or Programs (additions and deletions)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	AA-T and AS-T transfer degrees and CTE certificates have been developed. Degrees and certificates have been eliminated.

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Delano campus Weill campus Arvin All long standing locations.
43.	List all of the institution's instructional sites out of state and outside the United States:	n/a