Midterm Report

BAKERSFIELD COLLEGE

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

Submitted to:

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

October 15, 2015

[This page left blank.]

Accreditation Midterm Report Certification Page

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

From: Sonya Christian, President
Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

_____
Sandra Serrano, Chancellor, KCCD Date

_____
Dennis Beebe, President, Board of Trustees Date

_____
Sonya Christian, President Date

_____
Nan Gomez-Heitzeberg, Vice President, Date
Academic Affairs & Accreditation Liaison Officer

_____
Steven Holmes, President, Academic Senate Date

Table of Contents

Report Preparation.....5

Response to Team Recommendations and the Commission Action Letter.....7

College Recommendation #1..... 7

College Recommendation #2.....13

College Recommendation #3.....14

College Recommendation #4.....15

College Recommendation #5.....16

College Recommendation #6.....18

College Recommendation #7.....21

College Recommendation #8.....22

District Recommendation #1.....23

District Recommendation #2.....24

District Recommendation #3.....27

District Recommendation #4.....28

Response to Self-Identified Issues.....31

Appendix A: Analysis of 2014 Eligibility Requirements

(With 2002 Cross-References).....43

Appendix B: Analysis of 2014 Standards.....49

List of Supporting Evidence.....75

Report Preparation

Bakersfield College used the Midterm Report process to address College and District recommendations and to begin work on embedding the 2014 Accreditation Standards into the work of the college. The process began with an Accreditation Boot Camp in May 2014: https://www.bakersfieldcollege.edu/accreditation/accreditation-boot-camp

Led by the President and the Accreditation Steering Committee (now the Accreditation & Institutional Quality Committee), the College focused on broad engagement in the process from the beginning. Over 30 faculty, classified, and administrators attended the Boot Camp. The work was distributed among 14 teams, identified by the 2014 Accreditation Standards; for example, I.A, I.B, and I.C were separate teams. The teams were co-chaired by faculty and administrators. Each team examined and responded to the new Standards while also responding to the recommendations and actionable improvement plans related to the Standard. In the process, they cross-walked the old standards with the new.

In addition to broad engagement, the College made the process as transparent and open to the community as possible by posting the work of the teams on the Midterm 2015 page: https://www.bakersfieldcollege.edu/employees/accreditation

Accreditation Boot Camp May 2014

Midterm 2015 Team

Project Leads: Kate Pluta (Primary), Nan Gomez-Heitzeberg, Jennifer Jett (Secondary)
Data Lead: Janet Fulks

Standard		Primary	Secondary	Team/Committee
I.A	Mission	Nan Gomez-Heitzeberg Kate Pluta		Sonya Christian, Manny Mourtzanos, Janet Fulks, Meg Stidham *College Council, Accreditation and Institutional Quality (AIQ)*
I.B	Academic Quality and Institutional Effectiveness	Manny Mourtzanos Kate Pluta	Janet Fulks John Carpenter	Nan, Billie Jo Rice, Michael Self *Program Review, AIQ*
I.C	Institutional Integrity	Amber Chiang Billie Jo Rice	Sandi Taylor	Nan Gomez-Heitzeberg, Kate Pluta, Zav Dadabhoy, Sue Vaughn
II.A	Instructional Programs	Nan Gomez-Heitzeberg Pam Boyles		Liz Rozell, Michele Bresso, Billie Jo Rice, John Carpenter *Curriculum, Assessment*
II.B	Library and Learning Support Services	Primavera Arvizu Kirk Russell		Nancy Guidry
II.C	Student Support Services	Primavera Arvizu Odella Johnson		Steve Watkin, Sandi Taylor, Reggie Bolton, Paula Dahl, Michelle Pena, Bill La
III.A	Human Resources	Cindy Collier Leah Carter	Kate Pluta	Zav Dadabhoy, Nan Gomez-Heitzeberg, Corny Rodriguez, Tina Johnson *Staff Development (SDCC), EODAC, Equivalency*
III.B	Physical Resources	Craig Rouse Kimberly Nickell	Anthony Culpepper	Pam Kelley *Facilities*
III.C	Technology Resources	Todd Coston Richard Marquez	Leah Carter	Bill Moseley, Scott Peat, Kimberley Van Horn, Kristin Rabe *ISIT*
III.D	Financial Resources	Anthony Culpepper John Gerhold	Lynn Krausse	*Budget Committee*
IV.A	Decision-Making Roles and Processes	Zav Dadabhoy Jennifer Johnson	Ann Tatum	*College Council* *Committee co-chairs*
IV.B	Chief Executive Officer	Amber Chiang Andrea Thorson	Leah Carter	Jennifer Marden, Mary Jo Pasek, Janet Fulks
IV.C	Governing Board	Nan Gomez-Heitzeberg Kate Pluta	Janet Fulks	Zav Dadabhoy, Steve Holmes, Tina Johnson
IV.D	Multi-College Districts or Systems	Anthony Culpepper Nick Strobel	Kate Pluta	Janet Fulks, Kate Pluta, Steve Holmes, Tina Johnson Chairs of Standard III.A-D

Response to Team Recommendations and the Commission Action Letter

College Recommendation 1: Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes

In order to comply with Standards, the team recommends that the College develop and implement effective evaluation processes that can be applied to the full range of planning processes developed by the district and the Colleges to assure that:

- *Results of student learning assessments and program reviews are systematically linked and integrated into institution-wide planning for improvement and resource allocation processes*
- *That the data and measures identified in the new strategic plan are used to identify improvements in student learning and institutional goal attainment*
- *The functional map defined and agreed upon in 2011 results in effective services being received by the Colleges. (I.B.3, I.B.6, I.B.7)*

Progress

Bakersfield College has strengthened the planning and evaluation efforts over the last three years through the use of data that is meaningful to those that need to implement the necessary changes for improvement of practice, to the integration of plans across campus entities—instruction, student affairs, administrative services, to the convergence of institutional planning and program level planning. BC has also used the Midterm Report process to embed the new Standards and Eligibility Requirements in its work. The planning and evaluation process at Bakersfield College is organized in three levels:
Program Level, College Level, District Level.

Program Level:

The flow chart indicates the planning process, use of data to set standards and targets, evaluation of the implementation and then closing the loop by creating plans for improvement and tying resource allocation to the results of planning and evaluation.

The annual Program Review process requires instructional programs and both student affairs and administrative units to complete the Annual Update or Three-Year Comprehensive Program Review. Programs or units describe how their work supports the college mission. Programs describe goals in support of college Strategic Directions and evaluate their progress.

Recent upgrades to strengthen the program review process:

- How assessment of student learning and achievement affects planning and resource allocation requests (people, facilities, technology, budget, professional development).
- Questions regarding achievement gaps and disproportionate impact have been added for the 2015 program review.
- Completed program reviews and ancillary forms are posted on the Program Review Committee page, https://committees.kccd.edu/bc/committee/programreview
- Participants and the Program Review Committee (PRC) evaluate the process annually, present the results to College Council, and revise the process as needed to make improvements.
- The President presents a "Closing the Loop" report to provide an overview of how the program review process has affected college resource allocation decisions.
- Each program manager is now required to develop their own "closing of the loop" report at the program level to provide a more granular overview of how the program review process has affected resource allocation decisions.
- PRC makes sure all forms are revised and available in the spring before the fall they are due. PRC holds multiple training sessions in the spring and fall and also offered a session in the first Professional Development Institute in May 2015; over 60 people attended this session (BC1-5, BC1-6, BC1-7).

College Level:

In 2011 Bakersfield College developed its *2012-2015 Strategic Plan*. Along with a small team, new college president Sonya Christian examined planning documents and refocused college efforts in the first *Bakersfield College Strategic Focus 2012-13* introduced Opening Day, January 11, 2013. The main principle underlying the development of this document was to create a framework that the college community could easily use on a daily basis rather than the larger formal document which was potentially used by very few. That summer the College President convened a broader group to review and update the document. *Bakersfield College Strategic Focus 2013-14* was presented at Opening Day, August 21, 2013. The six goals[1] became the focus for Committee and Management Action Plans (BC1-1, BC1-2, BC1-3).

In 2014, the President established the Strategic Directions Core Team, Task Force, and Support Team to develop two deliverables: A *2015-2018 Strategic Directions for*

[1] Student Success; Professional Development; Communication; Facilities, Infrastructure, and Technology; Oversight and Accountability; and Integration

Bakersfield College document that would discuss the development process[2]; identify key challenges; describe college goals, data strands, and initiatives; and develop and maintain a website that would include the primary document as well as all the supporting materials. While finalizing the work, the team shifted the language from Strategic Goals to Strategic Directions. The word "directions" has multiple connotations. The team focused on two: directions in the sense of following a route and in the sense of how to put something, like an effective institution, together. The Academic Senate formally approved the five Strategic Directions[3] and commitment statements March 25, 2015; College Council approved them April 2, 2015 (BC1-4).

The Core Team developed an easy to read dashboard with popular icons as an evaluation of the accomplishments related to the Strategic Directions. This simple representation opened up a new world of transparency to all employees and community members on how BC is doing as it relates to our plan. Further, the Core Team ensured that all initiatives were measurable, tied to a responsible party for reporting and closing the loop, and embedded in Committee and Management goals and work plans for the next three years. Along with the initiatives, the Strategic Directions tables included the following questions: "How will you evaluate and document the initiative's success" and "What committee or position would be responsible? (The person closing the loop and reporting out)." An annual College Leadership Year-End Review & Planning Meeting will answer the questions, discuss and grade the work done on the initiatives, and plan for the following year. The work of the Strategic Directions Teams can be found at https://committees.kccd.edu/committee/strategic-directions.

Data and moving the dial:
In the last three years, Bakersfield College has vastly improved our data-rich culture—a culture of assessment and evaluation. Through simple design of information using infographics, BC has redesigned the Renegade Scorecard. Through frequent written communication and presentations, data snippets have been shared repeatedly with the campus thereby increasing data literacy and therefore empowering those closest to the action to make the necessary changes to improve outcomes. BC participates in Achieving the Dream and has worked to integrate data into all other planning and evaluation efforts:

- The new Strategic Directions are integrated into the Renegade Scorecard 2.0.
- The new Strategic Directions incorporate a method of assessing progress on initiatives at the end of fall and spring terms.
- Data on student learning and student achievement are incorporated in the Strategic Directions, Program Review process, and the Renegade Scorecard 2.0.
- The Data Strands developed in the *Bakersfield College Strategic Focus 2012-13* have been incorporated in the new Strategic Directions and the Renegade Scorecard 2.0.

[2] The Core Team studied the issues (national, state, local, district, and college) and worked with the college committee structure and college leadership to develop goals, gather feedback, and consider initiatives. The Core Team led a retreat in December 2014 to develop the college goals. In early 2015, team members held focus groups with all college committees to show them the proposed goals, ask for feedback, and gather initiatives to accomplish the goals. The Core Team also provided an online survey to solicit initiatives.
[3] Student Learning, Student Progression and Completion, Facilities, Oversight and Accountability, and Leadership and Engagement

- BC has trained a team of data coaches to work on specific projects and has received authorization from the District to hire a college researcher. (BC1-8, BC1-9).

In addition, BC's Midterm Report leadership developed a process for reviewing the Standards; fourteen teams examined the Standards and evaluated how well the College meets them. This process began with an Accreditation Boot Camp in May 2014. It culminates with the 2015 Midterm Report. The College has taken a problem-solving approach. As issues, concerns, or problems have been identified, teams have worked to solve them. If they could not, then they sent the matter to the Accreditation & Institutional Quality committee (AIQ) for analysis (BC1-10, BC1-11).

District Level:
In the last three years, although progress has been made in evaluating the effectiveness and efficiency of services provided by the district, there is still work to be done to improve the timeliness of the decision-making process as well as develop common understanding of the decision-making process among college and district personnel.

The District and College continue to work on the functional map, including articulation of responsibilities, decision-making, and evaluation of the effectiveness of services being received by the College. District Consultation Council is reviewing the *KCCD Elements of Decision-Making* document and revising the Decision-Making Flowchart (BC1-12, BC1-13).

In 2013 the Program Review Committee made two proposals[4], which went through the college and district decision-making processes[5] (BC1-14):

The District Service Offices of KCCD developed a data-gathering process for evaluating district services in late fall 2014 called the *District Annual Unit Review (DAUR);* the first reviews were due to the Chancellor in mid-December 2014. The DAUR form includes end-user data to get feedback from the end-users at the colleges on the effectiveness of services provided to the colleges by the District Service Offices. No college end-user feedback data were gathered by the December 2014 due date. The last page of the DAUR included a place

[4] **Program Review Committee Proposal**: The Bakersfield College Program Review Committee recommends to the KCCD that there be a standardized model (such as program review) for evaluating their processes on a timeline such as a 3-year cycle. When this is approved, Institutional Research and Planning will create a draft form. Those areas to be reviewed include Finance (Construction, Bonds, CFO, Business Services), Human Resources, Operational Management (which includes IT), Vice Chancellor of Educational Services (even though currently an empty position, it has other functions under it that are still being handled), General Counsel, Associate Chancellor of Governmental & External Relations, and Institutional Research and Planning.
Program Review Committee Proposal: Each of the Colleges in the KCCD should evaluate the effectiveness of the services being received by the College via focus group, survey, or other College-determined method. The results would be shared with each of the College constituency groups before going to District Consultation Council for review and then feedback to the Colleges. Bakersfield College recommends a collaborative, District wide approach to address ACCJC's recommendation of assessing the effectiveness of District services to the three Colleges: Bakersfield College, Cerro Coso College, and Porterville College.
5 Academic Senate, College Council, and the District Consultation Council

to record the date it was posted in the Chancellor's Office section of the District's website. The reviews have not yet been shared or posted (BC1-15).

BC administered a survey in 2014 to determine perception of effectiveness of services provided by the District to the College. The survey focused on KCCD services[6] and asked participants to respond to the following statement (BC1-16):

> "The KCCD [insert unit title] Services ensures that the college receives 'effective and adequate district/system provided services' to support 'the college in achieving its mission.' Please share any specific examples."

District Service	Number of responses	Strongly Agree & Agree	Strongly Disagree & Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

Only one district service, Information Technology, had more than 50% agree/strongly agree. Respondents also had the most confidence in their knowledge of Information Technology for district-provided services with the lowest neutral/unable to evaluate of just 19%. Human Resources continues to be an area of concern with 40% disagree/strongly disagree and the second lowest neutral/unable (just 25%) of the district provided services.

For comparison purposes, the survey also included seven questions used in the 2011 BC Accreditation Survey. The 2011 survey had 147 responses; the 2014 survey had 270 respondents.

Statement	Increase	2011 Survey	2014 Survey
The Kern Community College District effectively controls its expenditures	12.2%	39.1%	51.3%
The BC president provides effective leadership	11.7%	72.9%	84.6%
The District clearly delineates the operational functions of the District from those of the colleges	7.0%	43.9%	50.9%
The District and colleges effectively communicate	6.2%	32.4%	39.6%
The District clearly delineates the operational responsibilities and functions of the District	5.7%	41.0%	46.7%
The District provides effective services that support the colleges in their missions and functions	4.8%	46.0%	50.8%
The District and the colleges exchange information in a timely manner	2.6%	33.3%	35.9%

[6] Chancellor's Office, Educational Services, Business Services; Human Resources Services, Information Technology Services, Facilities Services, and the centralization of Institutional Research Services

Analysis of responses shows the highest positive response was for the college president's leadership and positive responses increased for every question (BC1-17). While the percent of positive responses increased for every question, only four of the seven questions in the 2014 survey had positive responses over 50% and only one was over 50% in both years.

Analysis of results achieved to date and their sustainability

BC completed a yearlong development of the *2015-2018 Strategic Directions for Bakersfield College* and is embedding the Strategic Directions and Initiatives to support them in administrative and committee work plans. The Accreditation and Institutional Quality Committee (AIQ) will monitor progress on the initiatives at the end of fall and spring terms. The Program Review process, which includes assessments of student learning and student achievement, resource needs, and program goals and accomplishments, occurs and is evaluated annually. An Annual Program Review presentation and report is made to College Council, and all documents are posted on the committee website. The President responds with "Closing the Loop" analyses of resource allocations based on program reviews (BC1-18).

In addition to focusing on the work, including processes and their evaluation, BC has concentrated on making the work visible. Committees have pages on the college website https://committees.kccd.edu/bc/ and the About BC link includes key elements in BC's planning and evaluation efforts: https://www.bakersfieldcollege.edu/about

The District and College continue to work together through District Consultation to analyze and revise as needed decision-making policies and procedures.

Additional plans that have been developed

The Accreditation & Institutional Quality Committee (AIQ) is developing an integrated planning timeline for each year and for a three-year cycle. The timeline includes evaluation processes for each planning activity. AIQ will also monitor progress on Strategic Directions and Initiatives work. The Renegade Scorecard 2.0 will continue to be evaluated and revised to include all college work.

Evidence

BC1-1 2012-2015 Strategic Plan
BC1-2 Bakersfield College Strategic Focus 2012-13
BC1-3 Strategic Focus 2013-14, updated 8.21.13
BC1-4 2015-18 Strategic Directions for Bakersfield College
BC1-5 Program Review Annual Update
BC1-6 Program Review Comprehensive Review
BC1-7 Professional Development Institute
BC1-8 Renegade Scorecard 2.0
BC1-9 Data Coaches
BC1-10 Accreditation Boot Camp,
BC1-11 Accreditation Midterm 2015
BC1-12 KCCD Elements of Decision-Making
BC1-13 KCCD Decision-Making Flowchart
BC1-13a BC-proposed Decision-Making Flowchart
BC1-14 Follow-Up Report, page 13
BC1-15 District Annual Unit Review
BC1-16 BC 2014 Accreditation Survey
BC1-17 Survey Comparison
BC1-18 Closing the Loop, August 2014

College Recommendation #2 Establish Student Learning Outcomes for Instructional/Academic Programs

In order to comply with the Standards and to meet the proficiency level of institutional effectiveness for student learning outcomes, the College should establish learning outcomes for each certificate and degree program, conduct authentic assessment for student learning outcomes at the certificate/program and degree levels, and utilize the results of assessment in the decision-making and planning process to support and improve student learning (ER 10, II.A.1.c, II.A.2.f)

Progress

Student Learning Outcomes exist for all instructional programs. Course and program level outcomes are on a regular cycle of assessment and are also analyzed as part of the annual program review process. Evaluation of the revised Institutional Learning Outcomes (ILOs) began in 2014 with the focus on critical thinking. Programs map their course and program learning outcomes to the ILOs annually and report on them in the annual program review process (BC2-1).

The program review process is evaluated annually. The Program Review Committee has members from instruction, student affairs, and administrative services; membership also includes the faculty co-chairs of both the Assessment and Curriculum Committees. The 2015 section on program assessment questions for both the Annual Update and the Comprehensive Program Review conducted every three years were revised based on the 2014 program review responses:

2015 Annual Update Section IV. Program Assessment (focus on most recent year):

A. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
B. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

Comprehensive Program Review Questions Section IV. Program Assessment:

A. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
B. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.
C. Describe how the program monitors and evaluates its effectiveness.
D. Describe how the program engages all unit members in the self-evaluation dialogue and process.
E. What have the program's PLO's/AUO's revealed or confirmed in the past three years?
F. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

G. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
H. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
I. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

(BC2-2, BC2-3)

The Assessment Committee has held multiple training sessions with Faculty Chairs and Directors Council (FCDC) on aligning learning outcomes at the course, program, and institution level. It offered a full-day workshop at the Professional Development Institute in May 2015 (BC2-4, BC2-5).

In addition to focusing on the work, including processes and their evaluation, BC has concentrated on making the work visible. The Assessment Committee page, https://committees.kccd.edu/bc/committee/assessment, includes instructional mapping plans and assessment activities; the Program Review Committee page has each program's responses to the questions listed above https://committees.kccd.edu/bc/committee/programreview .

Analysis of results achieved to data and their sustainability

The College continues to make great strides in its work with student learning outcomes and student achievement data to improve its courses, programs, and institution. Through the mapping process and the program review process, the College examines outcomes annually and uses the assessments to improve programs and support resource requests.

Additional plans that have been developed

The College will continue its mapping and program review processes, reviewing them annually and adjusting them as needed (BC2-6).

Evidence

BC2-1 Institutional Learning Outcomes
BC2-2 Program Review Annual Update
BC2-3 Comprehensive Program Review
BC2-4 Training sessions with FCDC
BC2-5 Professional Development Institute
BC2-6 Assessment of Critical Thinking at Bakersfield College, July 1, 2015 (draft)

College Recommendation #3 Include comments on how effectively adjunct faculty members produce student learning outcomes

In order to meet the Standards, the team recommends that adjunct faculty have as a requirement of their evaluation a component that addresses their effectiveness in producing student learning outcomes. (III.A.1.c.)

Progress
While the full-time faculty contract contained language for including student learning outcomes assessment, the part-time faculty contract did not include direct language. The District Human Resources Office and the faculty union (KCCD/CCA/CTA/NEA) issued memorandums stating that the production of student learning outcomes assessments would be included in the adjunct faculty evaluations. The District Human Resources Office has worked with the college to make sure that adjunct evaluation criteria include a statement that adjunct faculty members provide assessment information to their department chairs (BC3-1, BC3-2).

Beginning fall 2013, the Vice-President of Academic Affairs informed all Educational Administrators and Department Chairs that all adjunct faculty being evaluated were to include a written statement regarding assessment of their SLO's. The Vice-President of Academic Affairs began tracking compliance with this requirement. Prior to the fall 2014 semester, the College provided further professional development to all Educational Administrators during the Fall Deans' Retreat, the Faculty Chairs at the Chair Academy, and to Adjunct faculty members in attendance at the Adjunct orientation evening. At the Adjunct Faculty Orientation on 8-21-14, the evaluation and SLO process was outlined to adjunct professors (BC3-3, BC3-4, BC3-5, BC3-6).

Analysis of results achieved to date and their sustainability
The Vice-President of Academic Affairs continues to track for compliance.

Additional Plans that have been developed
This process is in place and will continue to be monitored.

Evidence
BC3-1 CCA Letter regarding contract interpretation dated 4-18-12
BC3-2 HR letter of agreement dated 5-8-13
BC3-3 FCDC meeting of 10-11-13
BC3-4 FCDC meeting of 3-21-14
BC3-5 FCDC meeting of 8-29-14
BC3-6 Adjunct Faculty Orientation Agenda

College Recommendation #4: Evaluate the effectiveness of professional development programs
In order to meet the Standards, the College should systematically evaluate the professional development programs offered to employees and use the results of the evaluation as a basis for improvement. (III.A.5.b)

Progress
The Staff Development Coordinating Council changed its name in 2014 to the Professional Development Committee (PDC) to focus on the strategic goal of Professional Development. PDC has continued its focus of providing a wide variety of professional development sessions for faculty, classified, and administrators. The bulk of the sessions

happen the first week prior to the start of each semester with other events offered throughout the semester. After completion of the opening week sessions, PDC surveys participants for feedback and uses that feedback to determine future sessions to be offered. PDC also starts the beginning of the academic year by setting the goals for the committee and sharing those with College Council. At the end of the academic year, PDC re-examines the goals and provides an update to College Council on the status of meeting each goal.

Analysis of results achieved to date and their sustainability

PDC continues to do an outstanding job demonstrating continuous evaluation has increased transparency, as well as increased access for staff and faculty (using InsideBC, employee tab, Staff Development channel). The Professional Development Report Form outlines the work of the committee (BC4-1, BC4-2, BC4-3, BC4-4, BC4-5).

Additional Plans that have been developed

In 2014 PDC developed the first Professional Development Plan, which outlines the role of the committee and the goal of professional development offerings on campus. The Plan also includes a focus on Assessment and will guide the professional development offerings in the future (BC4-6).

Evidence

BC4-1 Professional Development Survey Results, 2014
BC4-2 Staff Development Report
BC4-3 www.Bakersfieldcollege.edu/employees/professional-development website
BC4-4 PDC minutes dated 12-5-14
BC4-5 The Professional Development Report
BC4-6 Professional Development Plan

College Recommendation 5: Human Resources should complete a program review.

In order to meet the Standards, the team recommends that the College human resources department complete a comprehensive review of services to include the following: regularly assess its record in employment equity and diversity, conduct an annual review of services; clarify and publish the roles and functions of human resources personnel; survey employees to determine effectiveness of human resources at the College, and; survey screening committee members to determine effectiveness of hiring processes. (III.A.3 now III.A.11 + III.A.15, III.A.3.a, III.A.4 now III.A.12, III.A.4.b, III.A.4.c, III.A.6 now I.B.9) (links to Actionable Improvement Plan 4)

Progress

The Human Resources main office is located at the KCCD office. HR also has an office on the college campus. Both offices have recently completed or are in the process of completing the program review process, a first for both locations.

At the November 25, 2014 District Consultation Council meeting, the Chancellor discussed the KCCD District Annual Unit Plan Review. It offers this definition of a Support Services

Department/Unit: "For purposes of this planning document, a support services unit is defined as a District department, which is responsible for providing services throughout the District in a manner that creates and maintains an optimal learning environment for students and/or provides services necessary to support the overall operation of the District and colleges." The review will be conducted annually, and, after review by the Chancellor, will be posted on the District's website under the Chancellor's Office. The first program reviews for district services were completed December 18, 2014. They have not yet been posted on the District's website (BC5-1).

The Bakersfield College Human Resources unit is participating in its first Bakersfield College Program Review Annual Update process; it began its work in the spring in order to meet the fall 2015 deadline (BC5-2).

The District Office regularly assesses its record in employment equity and diversity for the District and for the individual colleges; in addition the employee Climate Survey was conducted in Fall 2013, with results reported in Spring 2014 as comparison to the 2011 survey (BC5-3, BC5-4).

The Bakersfield College Human Resources Survey was conducted in spring 2013 among the BC community focusing on evaluating the local Human Resources (HR) office. The survey also included questions, specific to employees who served on a screening committee, regarding the effectiveness of the hiring process. The survey was sent electronically to 893 BC employees with paper surveys being sent to those without email access. Over a period of nine days, 294 employees completed a survey, corresponding to a 33% response rate (BC5-5).

The College Human Resource office has continued to update and improve its website, which includes the services available on campus: https://www.bakersfieldcollege.edu/hr,

Analysis of results achieved to date and their sustainability

The Human Resources Services have made great strides by participating in District and College program review processes. Perhaps that participation will help to solve recent issues. In order to expedite work on the college campus, BC has covered the costs of two additional Human Resources employees. In 2013 the Bakersfield College Accreditation Survey revealed that Bakersfield College employees' perception of services provided by the District Human Resources office had the highest negative rating of 39.7% (strongly disagree and disagree) (BC5-6).

District Service	Number of responses	Strongly Agree and Agree	Strongly Disagree and Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

The hiring process had become so lengthy that the Academic Senate voted on a resolution recommending KCCD Administration: a. Immediately commence an administrative review of all hiring processes, with special focus on inefficiencies and areas where additional communication with applicants is needed; and b. Revise or replace all inefficient or ineffective procedures to meet the goal of "meeting the highest standards of performance in everything we do"; and c. Establish a secure web page where applicants and appropriate college personnel can track an individual's hiring process to completion; and d. Evaluate the efficacy of "group application" events, such as for all student tutors, or other homogeneous groups; and e. Prioritize applications for positions that directly interact with students.

Additional Plans that have been developed

The College will continue to work with the campus and District HR offices to ensure that processes are effective.

Evidence

BC5-1 KCCD District Annual Unit Plan Review
BC5-2 Program Review Annual Update
BC5-3 KCCD Institutional Research
BC5-4 KCCD Climate Survey, 2013
BC5-5 Bakersfield College Human Resources Survey, 2013
BC5-6 2014 Bakersfield College Accreditation Survey

College Recommendation 6: Develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College

In order to meet the Standards, the team recommends that the College develop a long range capital projects planning process that supports and is aligned with institutional improvement goals of the College. Additionally, the team recommends that the College include major renovations and facilities upgrades in the long-term plan for facilities. (III.B.2.a→III.B.4)

Progress

The College has analyzed the planning process for capital projects to identify the problems and has implemented a system that more closely aligns the process with the Educational Master Plan and the institutional improvement goals. The focus is on all capital projects since the Facilities Master Plan Addendum addresses all capital projects and not just long term capital projects. There is now a cohesive system to identify and relate capital projects being discussed within the campus community to the Facilities Master Plan, which is the College's planning document that specifically identifies capital projects (BC6-1, BC6-2).

Processes and procedures are now in place in the form of a construction design schedule to adequately prevent changes to planned capital projects without the proper review and oversight of how those changes might impact institutional improvement goals (BC6-3). The Facilities Committee now has the responsibility and authority to monitor and recommend changes to the Capital Projects List in order to insure that the capital projects

remain in alignment with the Educational Master Plan and the institutional improvement goals (BC6-4).

The committee's analysis indicates that while the Educational Master Plan is the overarching planning document for the vision and direction of the College, the Facilities Master Plan is the planning document for capital projects that helps to realize that vision. As stated in the Facilities Master Plan (FMP):

> "…the FMP is meant to provide a vision for the future. This vision includes addressing the needs for new and/or replacement construction, renovation or repurposing of facilities for reuse, and the development/redevelopment of core campus amenities. The FMP was guided by the Educational Master Plan of the College. In this regard, it was created to support the future educational needs of the College, as defined via the program of instruction. The Plan process, therefore, included matching space needs to the curriculum, creating modern teaching, learning and support facilities that will attract students to the College, and providing, through a facility development program, the best opportunity for students to succeed in their educational mission. It also aligns with the strategic plans for the District and the College."

The following changes have been made in order to correct the problems identified with the College's processes and to enhance the College's existing Facilities Committee. The Facilities Committee membership has been modified to ensure a broad cross-section of College stakeholders and makes recommendations to the College President. The Facilities Committee has the following responsibilities:

- Coordinate and prioritize the Capital Projects List by reviewing all requests for remodeling, renovation and new construction for alignment with the Educational Master Plan and the institutional improvement goals.
- Plan all capital projects, not just long-range, because they impact each other.
- Coordinate the Facilities Master Plan planning process in a collaborative and open process as illustrated in the FMP.
- Review any grants or donations for facilities for their compatibility with the Facilities Master Plan.
- Review the Facilities Master Plan annually and create a yearly addendum to the capital projects list in order to remain in alignment with the Educational Master Plan and the institutional improvement goals.

The process for updating the Facilities Master Plan and the Capital Projects List has been modified. Maintenance and Operation (M & O) collects information from the following sources to identify possible projects for inclusion or removal from the Facilities Master Plan and the yearly addendum to the Facilities Master Plan:

- The Educational Master Plan
- The Annual Program Reviews

- The Facilities Condition Index (FCI) from data obtained from State facilities site (Fusion) that includes information on the condition of College buildings as recorded in an assessment conducted by the State Chancellor's Office
- Projections for future growth (Facilities Master Plan)
- Regulatory requirements
- Identified safety concerns
- Surveys and input from Faculty, Staff, Students and Community and Foundation representatives

After collecting information from these sources, M & O identifies the costs associated with these possible projects. The Facilities Committee reviews this information for possible inclusion and prioritization in the Facilities Master Plan and Capital Projects List. This prioritization is based on the Educational Master Plan goals, projected cost, and the availability of funding sources. The Facilities Committee also reviews the above-mentioned sources for items that may not have been identified by M & O. The Facilities Committee reports its recommendations to the Academic Senate, the College Council, and the Administrative Council. These groups provide feedback to the Facilities Committee for inclusion in the Facilities Master Plan and the Facilities Committee's recommendations to the College President. Finally, the President reviews these recommendations and makes the final decisions regarding the Facilities Master Plan and the Capital Projects List (BC6-2, BC6-5).

Several oversight measures are currently in place to ensure adherence to this process. For example, the Facilities Committee reviews the Facilities Planning Construction Status Report at monthly meetings for any proposed changes that have not gone through the approved processes. The District's Chief Financial Officer currently reviews all capital and scheduled maintenance projects. The District's Executive Director of Administrative Services holds weekly meetings with the District Office Facility Construction Group. This group maintains oversight responsibility for construction on all three campuses, and reviews the Facilities Planning Construction Status Report as well (BC6-6).

Analysis of results achieved to date and their sustainability

Implementation of the two recommendations has provided the process and procedure that meets the standard and provides a capital project planning process that is aligned with institutional improvement goals. The team's recommendation to include major renovations and facilities upgrade in the long-term plan for facilities has already been done and is included in the Facilities Master Plan Addendum dated 04/2014 (BC6-7).

Additional Plans that have been developed

As a means to improve the process, the Facilities Committee will formally solicit annual feedback from the Academic Senate, the College Council, the Administrative Council, and the College President as to the effectiveness of the process. Finally, Facilities is one of the five new Strategic Directions with supporting Initiatives identified in the *2015-18 Strategic Directions for Bakersfield College* (BC6-8).

Evidence

BC6-1 Aera STEM meeting notes 9/23/14
BC6-2 Facilities Master Plan
BC6-3 Project Design Schedule
BC6-4 Facilities Committee Link https://committees.kccd.edu/bc/committee/facilities
BC6-5 Facilities Construction Planning Status
BC6-6 PPR Flow Chart
BC6-7 Facilities Master Plan Addendum dated 04/2014
BC6-8 2015-18 Strategic Directions for Bakersfield College.

College Recommendation #7 Develop an assessment methodology to evaluate how well technology resources support institutional goals

In order to meet the Standards, the team recommends that the College develop and use an assessment methodology to evaluate how well technology resources support institutional goals and use the result of the evaluation as a basis for improvement. (III.C.2)

Progress

The college has continued to use a three-pronged approach to assessing the effective use of technology on campus. The first prong is the use of an Annual Technology Survey to all employees assessing the use of technology in offices and in the classroom. The second prong is the addition of language in the Annual Program Review process that directly requires the program to assess the use of technology in their area and provide feedback to what works and what doesn't. The third prong is the use of targeted surveys when new or significantly updated technology products are introduced. The results of all three prongs go back to the Information Services and Instructional Technology committee (ISIT) for review and to be used in guiding future discussions and decisions around technology (BC7-1, BC7-2).

Analysis of results achieved to date and their sustainability

All three prongs will be easily sustained. The annual survey is done each spring. The Program Review prong is integrated into the Annual Update process. In addition, the three-year Comprehensive Program Review goes even more in-depth with assessment questions related to technology. The targeted technology surveys will occur ad-hoc as new technology is introduced (BC7-3, BC7-4).

Additional plans that have been developed

Processes are in place and will continue to be evaluated and revised as needed.

Evidence

BC7-1 2015 Annual Technology Survey (done in March)
BC7-2 May 2014 ISIT Meeting Notes-review of annual survey
BC7-3 Annual Program Review form to demonstrate technology assessment questions
BC7-4 2015 Comprehensive Program Review

College Recommendation #8 The College President should establish effective communication with communities served by College.
In order to increase effectiveness, the team recommends that the College President engage community and business organizations that represent community interest areas for the purpose of establishing effective communication with the communities served by Bakersfield College (IV.B.2.e)

Progress
The 2013 Follow-Up Team awarded a Commendation: "The Team commends the College President for her enthusiasm, community spirit and speed in which she was able to bring the vast range of college services and educational programs into the conversations with local community and business leaders. As reported by one Chief Executive Officer of a local business organization, the College is now an important resource that is available to the community because the College President has taken the time to bring that message and those resources into the Bakersfield community" (BC8-1) .

Since the Follow Up Report, the CEO has continued to make communication with external audiences a priority as is evident in the College Council Minutes (BC8-2). She has facilitated the development of several community leader groups, comprised of people representative of each of Bakersfield College's service area demographics, and engaged those groups in conversation on student success, education, and growth. She has also developed a President's Roundtable, which gathers together business and organization leadership in a think tank environment to bounce ideas, gather feedback, and gauge community response to college efforts. Additionally, she has inspired the "Communication Project," which has faculty members who provide presentations to local high schools and the Kern High School District office counselor meetings. These presentations increase communication, spread ideas, and provide information to potential students and those who work with them (BC8-3).

The CEO has led the charge for a number of external learning opportunities, including the development of a summit for agricultural professionals that brought together many people to talk about the issues and trends in agriculture. She partnered with college staff to bring national leaders to the summit, and worked to leverage her position with major sponsors. She has additionally secured scholarships and internships for BC students through greater communication with companies throughout the area (BC8-4).

Analysis of results achieved to data and their sustainability
The increase in community involvement means this activity will be sustainable in the ongoing effort to bring the college and the community together. In 2014 the President received the Pacesetter of the Year Award, which recognizes a president or CEO who has demonstrated leadership and support in the area of college communications and marketing (BC-5). Additional efforts are underway to continue the open channels of dialog, including the development of a web television show that showcases Bakersfield College to the business community, and the continuance of the community leader breakfasts. The *2015-18 Strategic Directions for Bakersfield College* includes Leadership and Engagement: A commitment to build leadership within the College and engagement with the community as

one of its five Strategic Directions. In June 2015 the Academic Senate commended "President Sonya Christian for her progressive, innovative, and visionary leadership, driving our institution to local, state, and national recognition as an exemplary educational leader." In August the Executive Board of the Academic Senate commended the President's role in "stable educational program development, student success, and leadership" (BC8-6, BC8-7, BC8-8).

Additional plans that have been developed

The recommendation has been fully addressed and is sustainable.

Evidence

BC8-1 Follow-Up Team Report Site Visit Report, page 12
BC8-2 College Council minutes, October 17, 2014
BC8-3 Communications webpage
BC8-4 Ag Summit
BC8-5 Bakersfield College President Named 2014 "Pacesetter of the Year"
BC8-6 2015-18 Strategic Directions for Bakersfield College
BC8-7 Academic Senate Resolution No.1 Commendation of BC President Sonya Christian
BC8-8 Executive Board of the BC Academic Senate Resolution No. 1

District Recommendation 1: Review and update board policies on a periodic basis

In order to comply with the Standards, the team recommends that the Board of Trustees establish a process to ensure the board's policies and procedures are evaluated on a regular basis and revised as appropriate (IV.B.I. e).

Progress in Addressing Recommendation

Prior to the 2012 accreditation visit, the governing board updated board policies and procedures as needed based on changes to law or regulation; however, there was not a scheduled recurring evaluation of board policies. Therefore, beginning November, 2012, KCCD initiated a formal process to ensure that all of the KCCD Board Policies and Procedures are evaluated periodically and revised as appropriate.

Immediately following the accreditation visit, the Chancellor's Cabinet implemented the systematic review of the Board Policy Manual to occur every two years (board policy sections 1, 3, 7, 9 and 11 for review in odd-numbered years and board policy sections 2, 4, 6, 8, and 10 for review in even-even numbered years) (**DR1-1).** Additionally, the assistant to the chancellor created a calendar to facilitate the review of board policies (**DR1-2**).

In July 2013, KCCD's General Counsel recommended removing the collective bargaining agreements from the Board Policy Manual. The bargaining unit contracts are legally binding without being included in board policy. In November of 2014, Board Policy Manual sections 5, 7, and 9 were moved out of board policy and deleted from the Board Policy Manual.

The Chancellor, Chief Financial Officer, the Chancellor's Cabinet, and Consultation Council agreed on the evaluation of Section 1, Section 3, and Section 11(odd-numbered sections of the Board Policy Manual) to be completed by the end of 2013. The review of even-numbered sections of the Board Policy Manual (Sections 2, 4, 6, 8, and 10) commenced in January 2014 (**DR1.1**).

Conclusion

The district has defined a process for the periodic review and appropriate revision of the KCCD Board Policy Manual to ensure an ongoing and systematic review of board policies and revisions where appropriate. This process began in January 2013 to evaluate one-half of the board policies (Section 1, Section 3, and Section 11) in odd calendar years and to evaluate the other half of board policies (Section 2, 4, 6, and 10) in even calendar years.

The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #1. The new review process continues to be evaluated for efficacy and needed modifications to ensure the regular update of board policies and to assure compliance with the requirements of Standard IV.B.1.e.

Plans for Sustaining Improvement and Institutional Effectiveness

The process for review of board policies is systematic and evaluated regularly to determine its effectiveness. The district developed an instrument to facilitate the review of board policies. Effective April 2015, the Interim Vice Chancellor of Educational Services sent a memorandum to the Academic Senate Presidents at each of the three colleges to clarify the vetting process in order to complete additions or revisions to district board policies in a timely manner (**DR1.3**). For board policies that rely primarily upon the advice and judgment of the Academic Senate, the intent is for the Academic Senate policy review to take up to eight weeks from initiation to completion (**DR1-3**). Additionally, to improve the timeliness of reviewing and updating District policies, the District subscribes to the League of California Community College policy service that monitors changes to laws and regulations and clearly formulates and articulates all applicable policy changes.

Evidence

DR1-1 Chancellor's Administrative Council Minutes- (Topic Citations from January 2013 – March 2015)
DR1-2 KCCD Board Policy Review Calendar – January 2013
DR1-3 KCCD Academic Senate Letter & Checklist for Board Policies Review

District Recommendation 2: Board member development program

In order to comply with the Standards, the team recommends that the Board of Trustees, in consultation with the Chancellor, develop and implement a development program that meets the needs of the newer board members as well as those board members who have considerable experience as a governing board member. (IV.B.1.f)

Progress in Addressing Recommendation

The members of the KCCD Board of Trustees annually participate in a professional development program that is informed, in part, by current state and national community college issues, changing needs of the district, and the results of the board evaluation, which takes place in the fall of each odd-numbered year (**DR2-1**). In addition, new governing board members participate in an orientation conducted by the District Chancellor and Chief Financial Officer, which occurs immediately following their election (**DR2-2**). Additionally, new governing board members are urged to attend the statewide New Trustee Orientation Workshop conducted by the Community College League of California (**DR2-5**).

In response to the recommendation, the existing trustee professional development program expanded into a comprehensive Trustee Development Plan (**DR2-1**). Based on the board self-evaluation results, the Board completed a new plan in October of 2013. In October 2013, the Board revised Board Policy 2F related to board in-service and development (**DR2-3**).

Following the every-odd-year board evaluation process, board performance areas receiving the lowest ratings on the evaluation are targeted as board development topics (**DR2-4**). The Trustee Development Plan incorporates topics that are trending community colleges issues and those related to student success, legal and legislative issues, accreditation, facilities planning, budget planning, and accountability and institutional effectiveness.

At the September 2013 board meeting, the Board drafted a revision to KCCD Board Policy (**DR2-3**). This revision specifies that new trustees will participate in an orientation no later than 90 days following their election. KCCD has had changes in its board membership (in 2013 one new trustee was appointed; in November 2014 two new trustees were elected, and one was appointed in December 2014). Each new trustee participated in an orientation.

When new trustees are elected or appointed to the board, they undergo an orientation prior to assuming office at the December board meeting to acquaint them with KCCD, California Community Colleges, and the impact of community colleges across the nation. The orientation, conducted by the Chancellor, includes topics such as general trustee information, planning and governance structures, district-wide data, and support mechanisms for board member effectiveness (**DR2-5**). New trustees learn of the structures that support their governance, including the district-wide annual meeting schedule and subcommittee structures, the KCCD Strategic Plan, and the annual district budget (**DR2-6**). Understanding available data is critical to trustees, and the orientation includes a presentation of KCCD's demographic, enrollment, financial aid, and completion data by college and district wide, as well as student progress and success accountability reports.

Outside support services are also available as part of the new trustee orientation. These include available publications such as the Community College League of California *Fiscal Responsibility Handbook* and a calendar of conferences for trustee orientation such as

those sponsored by the Association of Community College Trustees (ACCT); California Community College Trustees and Community College League of California; and KCCD workshops related to emergency preparedness and sexual harassment and discrimination. (**DR2-7).** Additionally, new trustees may attend the annual Community College League of California Effective Trustee Workshop conducted each January (**DR2-5**). For example, one of the three new trustees also attended the Community College League of California (CCLC) New Trustee Workshop and the Effective Trustee Workshop; and the chair of the governing board attended the ACCT Board Leadership Congress in October 2014.

During the annual KCCD Board retreat, trustees review the KCCD Strategic Plan and annual institutional effectiveness outcomes. They also discuss annual reports on the status of each college and the district (**DR2-8**). The retreat culminates with a delineation of annual priorities, which are incorporated in the board development plan (**DR2-9**). Every two years at the annual board retreat, the board develops board priorities and goals, which instruct the Chancellor's plan of work. In January 2015, an ACCT consultant conducted a daylong retreat, *Building an Effective Team*. The agenda included topics such as Best Practices of Effective Boards, Board Self-Assessment, Governing Board Policies and Practices, Codes of Ethics/Standards/Conduct, KCCD Strategic Plan, and Student Success and Outcomes among others.

Conclusion

KCCD has made substantial progress on this recommendation. The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #2. With the adoption of the revised Board Policy 2F and the completion of the Trustee Development Plan (2013-2015), District Recommendation 2 fully meets Standard IV.B.1. KCCD will continue to provide opportunities to understand issues important to board member professional development as appropriate.

Plans for Sustaining Improvement and Institutional Effectiveness

The KCCD Trustee Development Plan, reviewed and updated semi-annually, ensures that trustees learn of new development opportunities. Additionally, KCCD Board Work Study Sessions cover in-depth topics of relevance to the colleges, district, and the district's service areas (**DR2-10**).

Evidence

DR2-1 KCCD Trustee Development Plan & Calendar 2013-2015
DR2-2 New Trustee Orientation Binder (due to size, the binder is located in the Chancellor's office)
DR2-3 Revision of Board Policy 2F
DR2-4 Board Self -Evaluation Instrument
DR2-5 CCLC New Trustee Orientation and Effective Trusteeship Program
DR2-6 Strategic Plan 2015-18
DR2-7 Introduction to Fiscal Responsibilities Handbook
DR2-8 Board Retreat Agendas
DR2-9 KCCD Board Priorities / Chancellor Plan of Work & Goals 2012-14 and 2014-16

DR2-10 Board Meeting Agendas- September 2012- June 2013

District Recommendation 3: Evaluate the Board of Trustees self-evaluation process
In order to comply with the Standards, the team recommends that the Board of Trustees review the elements of its Self-Evaluation Process and ensure that the Standards' minimum requirements for a Self-Evaluation Process which are: 1) have clearly defined processes in place, 2) have processes implemented and 3) have processes published in the Board's policy manual are included in the Self-Evaluation Process. The Board's policy 2E2 prescribes additional requirements when conducting the Board's Self Evaluation. (IV.B.l.g)

Progress in Addressing Recommendation
The accreditation visiting team members indicated the Board, board agendas and minutes confirmed it, performs self-evaluations on schedule every two years (**DR3-1; DR32; DR3-5**). However, the team concluded that the Board's assessment of its evaluation process was insufficient to meet the standard fully. To respond to this recommendation, the following detail and citation are offered.

The Secretary of the Board provides the board members an agreed-upon evaluation instrument (**DR3-4**). In the past, when evaluations took place in consecutive years, the trustees compared and analyzed the results of the consecutive evaluation processes. This analysis revealed that differences between one year and the next year were insignificant. The trustees changed the self-evaluation process to take place every odd-numbered year. Additionally, the analysis by the trustees of the evaluation instrument resulted in removal of duplicative evaluation questions to create a more focused evaluation instrument. The Board completed its last self- evaluation in October 2013 (**DR3-5**).

As indicated in Board Policy 2E, the board evaluation process provides constructive feedback to governing board members about their individual performance, as well as the performance of the board as a whole, including board effectiveness and decision-making. (**DR3-1**).The trustees identify past accomplishments and annual goals, clarify roles, and take actions based on the evaluation summaries to improve effectiveness and efficiency of board meetings.

Once the board members complete the evaluation instrument, they submit their responses to the Secretary of the Board. A summary of the evaluations is presented to the board in a written communication no later than December of the evaluation year.

Conclusion
A clearly defined trustee self-evaluation process is in place. The Follow-Up Team Report concluded that the Kern Community College District Board of Trustees has a process in place to evaluate the board's self-evaluation process. The Follow-Up Team Report indicated that District Recommendation #3 had been fully addressed and that the board is in compliance with Standard IV.B.1.g.

Plans for Sustaining Improvement and Institutional Effectiveness

In January 2015, the trustees reviewed its evaluation instrument to determine its effectiveness. Based on the review, the Board will discuss and update the board policy related to evaluation. The Board will conduct its next self-evaluation in October of 2015 in accordance with the procedure described in this report. To maintain sustainability in the board self-evaluation process, trustees will continue to evaluate the instrument regularly and the self-evaluation process every odd-numbered year.

Evidence

DR3-1 KCCD Board Policy 2E - Board Self Evaluation
DR3-2 KCCD Board Policy 2F - Standards of Good Practices
DR3-3 KCCD Board Policy 2G- Statement of Ethics
DR3-4 KCCD Governing Board Self Evaluation Instrument
DR3-5 KCCD Board of Trustees Meeting Minutes (October 2013)

District Recommendation 4: Evaluation of role delineation and decision-making process for effectiveness

In order to comply with the Standards, the team recommends the District conduct an evaluation of the new decision-making process and evaluate how effective the new process is in in making decisions and in communicating the decisions to affected users. (IVB.3.g)

Progress in Addressing Recommendation

For the past several years, the Kern Community College District (KCCD) has reviewed and modified accordingly the Elements of Decision-Making document originally developed in July 2006 (**DR4-1; DR4-2**). Members of Consultation Council reviewed this document annually through 2011 and modified it to improve the process of making decisions throughout the district. This ongoing and systematic evaluation of the process has resulted in various procedural changes and helped to continue to refine and improve decision-making practices. During the April 2012 KCCD Consultation Council, which consists of the district Chancellor, the three college presidents, the three college Academic Senate Presidents, and leaders from the constituency groups on each college campus and the district office, members reviewed and discussed the Elements of Decision-Making document (**DR4-3**). The Chancellor asked the constituent groups to take this document to their respective college groups and return to the May 2012 meeting with any input.

At the May 2012 KCCD Consultation Council meeting, members of Consultation Council reviewed and discussed the functional roles of all departments at the district office to clarify further districtwide decision-making. After discussion within the district Consultation Council, the Chancellor suggested that an evaluation process regarding participatory governance be made available to districtwide members (**DR4-4**). As a result, KCCD scheduled a participatory governance workshop offered through the Community College League of California (CCLC) and statewide Academic Senate for California Community Colleges (ASCCC) (**DR4-5**). In this context, in October 2013, faculty, staff, students, and administrators participated in a workshop sponsored by ASCCC in partnership with CCLC. Beth Smith, President of ASCCC, and Scott Lay, Chief Executive Officer of CCLC, conducted the workshop entitled

"Participating Effectively in District and College Governance" (**DR4-5**). Input received from these discussions was utilized to improve decision-making processes and communication of decisions. These workshops, sponsored by the Community College League of California and the California Academic Senate, take place approximately every two years with the intent to familiarize newly seated consultation council members to participatory governance and the decision-making process. A new workshop is planned for fall of 2015.

Furthermore, members of Consultation Council evaluated the decision-making process in September 2013 via a district-wide decision-making survey (**DR4-6**).The survey was conducted online and was sent to all current members of District Consultation Council and the three colleges' main participatory governance committees, called College Council at Bakersfield College, Cerro Coso Community College, and Porterville College, in conjunction with those who had been members of those groups in any of the previous four years. The survey assessed the familiarity with and effectiveness of the decision-making process, the role of several groups in that process, and how employees communicate with their constituency groups about decision-making. Sixty people responded to the survey, a small group, but reasonable given the sample size. About one in five respondents (19%) reported being very familiar with the Elements of Decision-Making document, with another 41 percent saying they'd seen it before. Thus, a strong majority had some familiarity with the document.

On the question of the effectiveness of the district-wide decision-making process, responses were split roughly down the middle. A plurality of respondents (42%) answered that decision-making was somewhat effective with an additional 7% who considered it very effective. The other half answered that decision-making was either somewhat (33 %) or very (18%) ineffective.

Members of the 2013 Accreditation Follow-Up Team suggested a modification to the Decision-Making Flowchart to make it less linear. To address this suggestion, the assistant to the chancellor revised the flowchart to identify feedback loops in the decision-making process. Chancellor's Cabinet, which includes each of the college presidents, reviewed the chart on February 10, 2015 and suggested a graphic adjustment (**DR4-7**). At the Consultation Council meeting of April 28, 2015, members of Consultation Council reviewed the revised decision-making process flowchart. The Chancellor asked members of Consultation Council to share the flowchart with their constituency groups and bring suggestions to the next scheduled meeting in May 2015 to ensure there is clarity. To better inform the constituents' understanding of the decision-making process, the Chancellor sent electronically the document, The Elements of Decision-making, to members of Consultation Council. The chart was reviewed at the May 2015 Consultation Council. Members of Consultation Council are expected to provide final input to the decision-making diagram in September 2015.

In an effort to improve constituents' understanding of the district wide decision-making process, the office of institutional research conducted an anonymous survey to elicit views regarding the lowest rated items in the 2011 and 2013 Climate Surveys: trust between the colleges and the district office. In the context of continual improvement in the decision-making process, the office of institutional research completed a report entitled "Improving Trust at KCCD A Report on Focus Groups and a Survey Spring 2015 (DR4-8). The report incorporated data from a survey of

current and past participants of the KCCD Leadership Academy, a year-long districtwide professional development program, in conjunction with a series of focus group conducted at each college and the district office. The results of the survey and focus group analysis were discussed at the April and May 2015 meetings of the District Consultation Council. The recommendations from the report on the survey and focus groups were formally adopted by Consultation Council in May 2015 (**DR4-4**).

Conclusion

The Follow-Up Team Report in October 2013 indicated that the colleges have implemented actions that fully address District Recommendation #4. KCCD is committed to providing an easily understood and effective decision-making process and utilizes input from all constituency groups to ensure that the process is continuously evaluated for its effectiveness and that resulting data are reviewed consistently.

Plans for Sustaining Improvement and Institutional Effectiveness

The Consultation Council continues to review and evaluate the practices and policies that impact district-wide decision-making. The revised flowchart suggested by the 2013 Follow-Up Team is currently under review and should finalize by September 2015. To support the sustainability of a transparent and effective decision-making process at Kern Community College District, the Office of Institutional Research will survey constituents in Spring 2017. The District Wide Decision Making Survey 2013 provided data that became the catalyst for the District Office and the Colleges to continue meeting and working collaboratively through fall 2015 to enhance and clarify the implementation of the decision-making processes as described in The Elements of Decision-Making 2012 document and the Elements of Decision Making Flowchart 2014-15 (**DR4-7).**

Evidence

DR4-1 KCCD Consultation Council Basis for Consultation
DR4-2 Kern Community College District- The Elements of Decision-Making-2006
DR4-3 Kern Community College District- The Elements of Decision-Making-2012
DR4-4 Consultation Council Minutes-April 2012 & May 2015
DR4-5 Kern Community College District/CCLC- Participatory Governance Workshop -2013
DR4-6 Kern Community College District- Decision Making Survey -2013
DR4-7 Kern Community College District- The Elements of Decision Making Flowchart 2014-15
DR4-8 Kern Community College District- Improving Trust at KCCD Report on Focus Groups and a Survey Spring 2015
DR4-9 Kern Community College District- Draft of The Elements of Decision-Making Flowchart (June 2015)

Responses to Self-Identified Issues

Bakersfield College developed the Actionable Improvement Plans (AIPs) as a part of the 2012 Self Evaluation. The AIPs include issues to address, people responsible for the work, and timelines. Over the following years some job titles and positions have changed, the timelines have changed, and some issues have been studied and approaches changed based on both internal and external factors. Some of the AIPs are closely linked to the recommendations:

AIP	Recommendation
#1 Standard I.B. Institutional Effectiveness	**College Recommendation 1**: Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes
#2 Standard II.A. Instructional Programs	
#3 Standard II.B. Student Support Services	
#4 Standard III.A. Human Resources and IV.B. Board and Administrative Organization	**College Recommendation 5**: Human Resources should complete a program review.
#5 Standard III.B. Physical Resources	**College Recommendation 6**: Develop a long-range capital projects planning process that supports and is aligned with institutional improvement goals of the College

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.

This plan aligns with Recommendation 1: Develop and Implement Evaluation Processes to Assess Effectiveness of the Full Range of Planning Processes. As BC has examined, revised, and created new planning processes, it has worked to embed evaluation into each planning process and establish measures to ensure evaluation occurs. BC has engaged in planning and evaluation efforts across several fronts: strategic planning; further integration of planning and assessment in the program review process; and integration of strategic planning, including student learning and student achievement, in the Renegade Scorecard 2.0. It has also used the Midterm Report process to evaluate College efforts to embed the new Standards and Eligibility Requirements in its work.

In 2014, the President established the Strategic Directions Core Team, Task Force, and Support Team to develop the *A 2015-2018 Strategic Directions for Bakersfield College* document that would discuss the development process; identify key challenges; describe college goals, data strands, and initiatives; and develop and maintain a website

that would include the primary document as well as all the supporting materials. The Core Team completed the work for Academic Senate and College Council presentations and approval by April 2015 (AIP1-1, AIP1-2).

The Core Team set up a plan to study the issues (national, state, local, district, and college) and to work with the college committee structure and college leadership to develop goals, gather feedback, and brainstorm initiatives. The Core Team led a retreat in December to develop the college goals. In preparation for the retreat, the Core Team evaluated each initiative of the *Strategic Focus 2013-14*, updated 8.21.13, using an informal rubric to determine whether each initiative had been completed. Using simple red and green icons, the team presented its findings to the retreat group (AIP1-3, AIP1-4, AIP1-5).

In early 2015, team members held focus groups with all college committees to show them the proposed goals, ask for feedback, and brainstorm initiatives to accomplish the goals. The Core Team also provided an online survey to solicit initiatives. In March 2015 the Core Team held a Task Force Retreat to take the input from the focus groups and survey, finalize goals, and develop initiatives. At this stage of the process the team focused on the change from Strategic Goals to Strategic Directions. The word "directions" has multiple connotations. The team focused on two: directions in the sense of following a route and in the sense of how to put something, like an effective institution, together (AIP1-6, AIP1-7).

The Academic Senate formally approved the five Strategic Directions (Student Learning, Student Progression and Completion, Facilities, Oversight and Accountability, and Leadership and Engagement) and commitment statements March 25, 2015; College Council approved them April 2, 2015 (AIP1-7).

On May 1, 2015, the Core Team led the College Leadership Year-End Review & Planning Meeting to evaluate college accomplishment of the *Bakersfield College Strategic Focus 2013-14* initiatives and to present the new Strategic Directions and Initiatives. The Core Team had identified key challenges in developing and implementing initiatives to accomplish the Strategic Directions: all initiatives needed to be measurable, tied to a responsible party for reporting and closing the loop, and embedded in Committee and Management goals and work plans for the next three years. Along with the initiatives, the Strategic Directions tables included the following questions: "How will you evaluate and document the initiative's success?" and "What committee or position would be responsible? (The person closing the loop and reporting out)." An annual College Leadership Year-End Review & Planning Meeting will answer the questions, discuss and grade the work done on the initiatives, and plan for the following year. The work of the Strategic Directions Core Team, Task Force, and Support Team can be found at https://committees.kccd.edu/committee/strategic-directions (AIP1-8).

The annual Program Review process includes assessment of program or unit goals, effectiveness, and how outcomes assessment affects planning and resource requests. Program Review requires instructional programs and both student affairs and

administrative units to complete the *Annual Update* or *Three-Year Comprehensive Program Review.* Programs or units describe how their work supports the college mission. Programs describe goals in support of college Strategic Directions and evaluate their progress. They also describe how assessment of student learning and achievement affects planning and resource allocation requests (people, facilities, technology, budget, professional development). Questions regarding achievement gaps and disproportionate impact have been added for the 2015 program review. Completed program reviews and ancillary forms are posted on the Program Review Committee page, https://committees.kccd.edu/bc/committee/programreview . Participants and the Program Review Committee (PRC) evaluate the process annually, present the results to College Council, and revise the process as needed to make improvements. The President presents a "Closing the Loop" report to detail how the program review process has affected resource allocation decisions. PRC makes sure all forms are revised and available in the spring before the fall they are due. PRC holds multiple training sessions in the spring and fall and also offered a session in the Professional Development Institute in May 2015; over 60 people attended this session (AIP1-9, AIP1-10, AIP1-11, AIP1-12).

The program review process is evaluated annually. The Program Review Committee has members from instruction, student affairs, and administrative services; membership also includes the faculty co-chairs of both the Assessment and Curriculum Committees. The 2015 section on program assessment questions for both the Annual Update and the Comprehensive Program Review conducted every three years were revised based on the 2014 program review responses:

2015 Annual Update Section IV. Program Assessment (focus on most recent year):

A. How did your outcomes assessment results inform your program planning? Use bullet points to organize your response.
B. How did your outcomes assessment results inform your resource requests? The results should support and justify resource requests.
C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

Comprehensive Program Review Questions Section IV. Program Assessment:

A. How did your outcomes assessment results during the past three years inform your program planning? Use bullet points to organize your response.
B. How did your outcomes assessment results during the past three years inform your resource requests? The results should support and justify resource requests for this year.
C. Describe how the program monitors and evaluates its effectiveness.
D. Describe how the program engages all unit members in the self-evaluation dialogue and process.
E. What have the program's PLO's/AUO's revealed or confirmed in the past three years?
F. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).

G. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).
H. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.
I. How did your program address Equity, specifically referencing the achievement gap and disproportionate impact, over this comprehensive cycle?

(AIP1-10, AIP1-11)

Bakersfield College continues to develop a data-rich culture—a culture of assessment and evaluation. BC participates in Achieving the Dream and has worked to integrate data into all other planning and evaluation efforts:

- The new Strategic Directions are integrated into the Renegade Scorecard 2.0
- The new Strategic Directions incorporate a method of assessing progress on initiatives at the end of fall and spring terms
- Data on student learning and student achievement are incorporated in the Strategic Directions, Program Review process, and the Renegade Scorecard 2.0
- The Data Strands developed in the *Bakersfield College Strategic Focus 2012-13* have been reviewed and incorporated in the new Strategic Directions and the Renegade Scorecard 2.0
- BC has trained a team of data coaches to work on specific projects and has received authorization from the District to hire a college researcher.

(AIP1-13, AIP1-14).

In addition, BC's Midterm Report leadership developed a process for reviewing the Standards; fourteen teams examined the Standards and evaluated how well the College meets them. This process began with an Accreditation Boot Camp in May 2014. It culminates with the 2015 Midterm Report. The College has taken a problem-solving approach. As issues, concerns, or problems have been identified, teams have worked to solve them. If they could not, then they sent the matter to the Accreditation & Institutional Quality committee (AIQ) for analysis (AIP1-15, AIP1-16).

In 2013 the Program Review Committee made two proposals, which went through the college and district decision-making processes (Academic Senate, College Council, and the District Consultation Council) (AIP1-17):

> **Program Review Committee Proposal**: The Bakersfield College Program Review Committee recommends to the KCCD that there be a standardized model (such as program review) for evaluating their processes on a timeline such as a 3-year cycle. When this is approved, Institutional Research and Planning will create a draft form. Those areas to be reviewed include Finance (Construction, Bonds, CFO, Business Services), Human Resources, Operational Management (which includes IT), Vice Chancellor of Educational Services (even though currently an empty position, it has other functions under it that are still being handled), General Counsel, Associate

Chancellor of Governmental & External Relations, and Institutional Research and Planning.

The Kern Community College District developed a process for evaluating district services called the *District Annual Unit Review*; the first reviews were due to the Chancellor in December 2014. The last page of the Review included a place to record the date it was posted on the District's website under the Chancellor's Office. The reviews have not yet been shared or posted (AIP1-18).

> **Program Review Committee Proposal**: Each of the Colleges in the KCCD should evaluate the effectiveness of the services being received by the College via focus group, survey, or other College-determined method. The results would be shared with each of the College constituency groups before going to District Consultation Council for review and then feedback to the Colleges. Bakersfield College recommends a collaborative, District wide approach to address ACCJC's recommendation of assessing the effectiveness of District services to the three Colleges: Bakersfield College, Cerro Coso College, and Porterville College.

Bakersfield College administered a survey in 2014 to determine perception of effectiveness of services provided by the District to the College. The survey focused on these KCCD services: Chancellor's Office, Educational Services, Business Services; Human Resources Services, Information Technology Services, Facilities Services, and the centralization of Institutional Research Services and asked participants to respond to the following statement (AIP1-19):

> "The KCCD [insert unit title] Services ensures that the college receives 'effective and adequate district/system provided services' to support 'the college in achieving its mission.' Please share any specific examples."

District Service	Number of responses	Strongly Agree and Agree	Strongly Disagree and Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

Only one district service, Information Technology, had more than 50% agree/strongly agree. Respondents also had the most confidence in their knowledge of Information Technology for district provided services with the lowest neutral/unable of just 19%. Human Resources continues to be an area of concern with 40% disagree/strongly disagree and the second lowest neutral/unable (just 25%) of the district provided services.

For comparison purposes, the survey also included seven questions used in the 2011 BC Accreditation Survey. The 2011 survey had 147 responses; the 2014 survey had 270 respondents.

The 2011 survey had 147 responses; the 2014 survey had 270 respondents. Analysis of the responses shows the positive responses increased for every question, in this order (AIP1-20):

Statement	Increase	2011 Survey	2014 Survey
The Kern Community College District effectively controls its expenditures	12.2%	39.1%	51.3%
The BC president provides effective leadership	11.7%	72.9%	84.6%
The District clearly delineates the operational functions of the District from those of the colleges	7.0%	43.9%	50.9%
The District and colleges effectively communicate	6.2%	32.4%	39.6%
The District clearly delineates the operational responsibilities and functions of the District	5.7%	41.0%	46.7%
The District provides effective services that support the colleges in their missions and functions	4.8%	46.0%	50.8%
The District and the colleges exchange information in a timely manner	2.6%	33.3%	35.9%

Analysis of responses shows the highest positive response was for the college president leadership and positive responses increased for every question. While the percent of positive responses increased for every question, only four of the seven questions had positive responses over 50%.

BC completed a yearlong development of the *2015-2018 Strategic Directions for Bakersfield College* and is embedding the Strategic Directions and Initiatives to support them in administrative and committee work plans. The Accreditation & Institutional Quality Committee (AIQ) will monitor progress on the initiatives at the end of fall and spring terms. The Program Review process, which includes assessments of student learning and student achievement, resource needs, and program goals and accomplishments, occurs and is evaluated annually. An Annual Program Review presentation and report is made to College Council, and all documents are posted on the committee website. The President responds with *Closing the Loop* analyses of resource allocations based on program reviews (AIP1-21).

In addition to focusing on the work, including processes and their evaluation, BC has concentrated on making the work visible. Committees have pages on the college website https://committees.kccd.edu/bc/ and the About BC link includes key elements in BC's planning and evaluation efforts: https://www.bakersfieldcollege.edu/about

The District and College continue to work together through District Consultation to analyze and revise as needed decision-making policies and procedures.

The Accreditation & Institutional Quality Committee (AIQ) is developing an integrated planning timeline for each year and for a three-year cycle. The timeline includes evaluation processes for each planning activity. AIQ will also monitor progress on Strategic Directions and Initiatives work. The Renegade Scorecard 2.0 will continue to be evaluated and revised to include all college work.

Evidence

AIP1-1 Strategic Directions Approval page
AIP1-2 2015-18 Strategic Directions for Bakersfield College
AIP1-3 Agenda for December 5, 2014 Retreat
AIP1-4 Strategic Focus 2013-14, updated 8.21.13
AIP1-5 Strategic Directions Presentation Scoring 2013-14 Initiatives
AIP1-6 Schedule of Strategic Directions Presentations to College Committees
AIP1-7 Online Survey Results
AIP1-8 Agenda for May 1, 2015 Year-end Review Meeting
AIP1-9 2014 Program Review Annual Summary, Appendices 1 and 2
AIP1-10 Program Review Annual Update
AIP1-11 Program Review Comprehensive Review
AIP1-12 Professional Development Institute
AIP1-13 Renegade Scorecard 2.0, https://www.bakersfieldcollege.edu/scorecard
AIP1-14 Data Coaches
AIP1-15 Accreditation Boot Camp
AIP1-16 Accreditation Midterm 2015
AIP1-17 Follow-Up Report, page 13
AIP1-18 District Annual Unit Review
AIP1-19 BC 2014 Accreditation Survey
AIP1-20 Survey Comparison
AIP1-21 Closing the Loop

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.

The college has developed an online orientation, tested it in both a single class instance and in a multiple class environment, and in spring 2015 tested it with multiple instructors over multiple classes. All new students must complete the orientation either on-campus or online (AIP2-1).

The College has implemented an early alert system that allows faculty to identify students who are experiencing challenges in their courses and to refer them to the appropriate resources and follow-up. The early alert system is also designed to improve retention (AIP2-2).

To date the college has not established an online tutoring program.

The college has designated a counseling and guidance educational advisor to increase service to online students. BC also has a New Student Online Workshop and a Probation Online Workshop (AIP2-3).

The College has provided additional pedagogical training and support for online faculty and potential online faculty. A faculty member has been reassigned to support online instructors and those interested in becoming online instructors. He facilitated technology training on opening day, brown bag sessions, workshops and one-on-one sessions. The college organized a Conference on Learning Technologies with sessions for classroom faculty and counselors (AIP2-4, AIP2-5).

Evidence

AIP2-1 Online Orientation
AIP2-2 Early Alert Email Reminder
AIP2-3 Online Counseling Services
AIP2-4 Assessment for Online Students
AIP2-5 BC-T.I.P.D. Technology Resource Connector

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.*

Bakersfield College, in its facilities planning processes, has held multiple focus groups and planning sessions to determine how best to utilize current buildings and plans to build out the campus to organize services provided to students in one building or cluster of

buildings. The goal remains to have a big tent approach to services so that they are more centrally and efficiently located for student access. According to the Facilities Master Plan: "this was to be represented by a 'front end' component, a Welcome Center convenient to the edge of campus and short-term parking. The second component was the 'big tent' concept merging the remaining student support services into a common facility. The Welcome center would house Admission & Records, Assessment, Financial Aid and Outreach. The Big Tent would house EOPS, DSPS, Care, CalWORKs, Career & Placement, Transfer Center, Counseling, Health Services, Bursar's Office and Basic Skills (including the Reading/Writing Centers, Math labs, tutoring, etc.)" (AIP3-1). As yet the funding is not available, but BC is ready.

Evidence
AIP3-1 Facilities Master Plan, page 10
AIP3-2 Educational Master Plan, pages 40-41

Actionable Improvement Plan #4 Standard III.A Human Resources
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.

This plan aligns with Recommendation 5: Human Resources should complete a program review. The Human Resources main office is located at the KCCD office. It also has an office on the college campus. Both offices have recently completed or are in the process of completing the program review process, a first for both locations.

At the November 25, 2014 District Consultation Council meeting, the Chancellor discussed the KCCD District Annual Unit Plan Review. It offers this definition of a Support Services Department/Unit: "For purposes of this planning document, a support services unit is defined as a District department, which is responsible for providing services throughout the District in a manner that creates and maintains an optimal learning environment for students and/or provides services necessary to support the overall operation of the District and colleges." The review will be conducted annually, and, after review by the Chancellor, will be posted on the District's website under the Chancellor's Office. The first program reviews for district services were completed December 18, 2014. They have not yet been posted on the District's website (AIP4-1).

The Bakersfield College Human Resources unit is participating in its first Bakersfield College Program Review Annual Update process; it began its work in the spring in order to meet the fall 2015 deadline (AIP4-2).

The District Office regularly assesses its record in employment equity and diversity for the District and for the individual colleges; in addition the employee Climate Survey was conducted in Fall 2013, with results reported in Spring 2014 as comparison to the 2011 survey (AIP4-3, AIP4-4).

The Bakersfield College Human Resources Survey was conducted in spring 2013 among the BC community focusing on evaluating the local Human Resources (HR) office. The survey also included questions, specific to employees who served on a screening committee, regarding the effectiveness of the hiring process. The survey was sent electronically to 893 BC employees with paper surveys being sent to those without email access. Over a period of nine days, 294 employees completed a survey, corresponding to a 33% response rate (AIP4-5).

The College Human Resource office has continued to update and improve its website with the development of the Human Resources resource website, which includes the services available on campus (AIP4-6).

The Human Resources Services have made great strides by participating in District and College program review processes. Perhaps that participation will help to solve recent issues. In order to expedite work on the college campus, BC has covered the costs of two additional Human Resources employees. In 2013 the Bakersfield College Accreditation Survey revealed that Bakersfield College employees' perception of services provided by the District Human Resources office had the highest negative rating of 39.7% (strongly disagree and disagree) (AIP4-7).

District Service	Number of responses	Strongly Agree and Agree	Strongly Disagree and Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%

Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

The hiring process had become so lengthy that the Academic Senate voted on a resolution recommending KCCD Administration: a. Immediately commence an administrative review of all hiring processes, with special focus on inefficiencies and areas where additional communication with applicants is needed; and b. Revise or replace all inefficient or ineffective procedures to meet the goal of "meeting the highest standards of performance in everything we do"; and c. Establish a secure web page where applicants and appropriate college personnel can track an individual's hiring process to completion; and d. Evaluate the efficacy of "group application" events, such as for all student tutors, or other homogeneous groups; and e. Prioritize applications for positions that directly interact with students (AIP4-8).

Evidence

AIP4-1 KCCD District Annual Unit Plan Review
AIP4-2 Program Review Annual Update
AIP4-3 KCCD Institutional Research
AIP4-4 KCCD Climate Survey, 2013
AIP4-5 Bakersfield College Human Resources Survey, 2013
AIP4-6 Bakersfield College Human Resource web page
AIP4-7 2014 the Bakersfield College Accreditation Survey
AIP4-8 Academic Senate Resolution No. 5 KCCD Human Resources Hiring Delays

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.

To maintain a more healthful learning and working environment on the Panorama Campus, the Maintenance and Operations Department, working with the Facilities Committee, has implemented and has been evaluating the work order software system School Dude, which is designed to assign and track work and provide support to work with custodial staff to define expectations and improve cleanliness levels across the campus. School Dude is accessed and requests can made online through the Inside BC Portal. The work orders are being completed by priority, with safety needs first. The work orders that are not being addressed are being assessed for possible future projects based on priority and funding. The School Dude Preventative Maintenance program will ensure that the five year

maintenance program will be implemented and tracked (AIP5-1). Start times and cleaning areas of responsibility have been adjusted to be more centralized and balanced and maintenance and repairs to existing buildings and building infrastructure have been more prioritized. Bakersfield College implements a process called "Programming a Building" The Maintenance and Operations Manager works with the District Facilities Department to ensure that all components for project implementation are met for the design of each project. Meetings are set up with each campus department to review the proposed scope of work to make sure that all of the program needs are met in the schematic design phase. The final project scope of work is approved by the Vice President, Finance and Administrative Services and by the President (AIP5-2).

Evidence:
AIP5-1 KCCD Maintenance Portal
AIP5-2 PPR

Appendix A:

Analysis of 2014 Eligibility Requirements

(With 2002 Cross-References)

Analysis of 2014 Eligibility Requirements (with 2002 Cross-References)

Bakersfield College reviewed the Eligibility Requirements as part of the Midterm Report process and again for the Substantive Change required when it became a pilot college for the Bachelor of Science degree program.

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. Operational Status (2002 Standards #6)

Approximately 19,000 students enroll each semester, primarily pursuing two-year degrees, transfer status, or certificates of achievement.

3. Degrees (2002 #7)

A substantial portion of Bakersfield College's educational offerings lead to associate degrees and certificate programs in both collegiate and occupational areas. A majority of students are enrolled in these courses and programs. Bakersfield College offers over 20 degree programs that are of two academic years in length. It has also been approved to offer the Bachelor of Science degree in Industrial Automation.

4. Chief Executive Officer

Bakersfield College has a Chief Executive Officer appointed by the Kern Community College District Board of Trustees. The CEO has full-time responsibility for the institution, administers board policies, delegates responsibility and authority as necessary, and communicates institutional information to internal and external constituencies.

5. Financial Accountability (2002 #18)

Bakersfield College is audited through the Kern Community College District's annual financial audit process by an external independent auditor, Matson and Isom. Audit reports are posted on the District website for public review.

6. Mission (2002 #2)

The Mission Statement was revised in 2015 to reflect Bakersfield College's participation in the pilot program to offer a Bachelor of Science Degree in Industrial Automation. It had been revised in 2014 to reflect the updated Institutional Learning Outcomes and in

response to the 2014 ACCJC Standards. The Kern Community College District Board of Trustees adopted the newly revised Mission Statement on May 15, 2015. The College publishes the Mission Statement in a variety of college documents, including the catalog, and posts it on the Panorama and Delano campuses and on the college website.

7. Governing Board (2002 #3)

Bakersfield College is governed by the seven-member Kern Community College District Board of Trustees, which is responsible for guaranteeing the academic quality, integrity, and financial stability of the College and District in order for them to achieve their missions. The Board is independent, derives its authority from the community, and remains accountable to the community. The Board adheres to its Conflict of Interest Statement and Statement of Ethics.

8. Administrative Capacity (2002 #5)

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 the Bachelor of Science degree.

9. Educational Programs (2002 #8)

Bakersfield College's principal degree programs, including the Bachelor of Science, are aligned with its mission, are based on recognized fields of study, are of sufficient content and length, and maintain appropriate levels of quality and rigor for the degrees and programs offered. All programs have defined learning outcomes.

10. Academic Credit (2002 #9)

Bakersfield College awards academic credit based on accepted practices in higher education and in compliance with the California Code of Regulations.

11. Student Learning and Student Achievement (2002 #10)

Through development and publishing of its Institutional Scorecard, Bakersfield College has defined its standards and continues to assess its performance. Program Learning Outcomes are identified in the catalog and in public access to CurricUNET. Through the program review process, each program analyzes data trends, including success and retention data and comparative rates for students taking face-to-face and online courses. The analysis of assessment outcomes and trend data informs program planning and resource requests.

12. General Education (2002 #11)

The Bakersfield College Catalog 2014-15 lists the general education requirements for an Associate Degree (pages 49-53). Every degree requires a minimum number of units of

general education in the following five subject areas: Communication in the English Language; the Physical Universe and Its Life Forms; Arts, Foreign Language, Literature and Philosophy; Social, Political, and Economic Institutions; Lifelong Understanding; and Self-Development. In addition to demonstrating competence in writing and computational skills, the student who successfully completes these requirements will have had an introduction to the major areas of knowledge. Bakersfield College also requires students to take courses that are inclusive of multicultural perspectives found in American and global society. The quality and rigor of these courses is consistent with the academic standards appropriate to higher education.

13. Academic Freedom (2002 #12)

Bakersfield College provides an open educational environment where students and faculty 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. Academic Freedom policies are defined in Board Policies 4.B.11.c and 4.B.12 and in Article 4.A of the Faculty Contract (Article 4.A).

14. Faculty (2002 #13)

Bakersfield College employs 245 full-time and 261 adjunct faculty (Fall 2014). All faculty meet the minimum qualifications as defined by the California State Chancellor's Office. The Faculty Contract includes specific references to curriculum development and review (Article 4.C.17.f.) and assessment of learning (Article 6.C.2.a). Additional faculty are being hired to support the Bachelor of Science degree program.

15. Student Support Services (2002 #14)

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

16. Admissions (2002 #15)

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

17. Information and Learning Support Services (2002 #16)

Bakersfield College provides sufficient information and learning support services to its students in support of its mission and all educational programs including those offered in a distance education modality and the Bachelor of Science degree program.

18. Financial Resources (2002 #17)

Bakersfield College develops a schedule of classes for each instructional term designed to both provide appropriate learning opportunities for students and to ensure adequate

financial resources by meeting enrollment targets established by the Kern Community College District. This leads to a budget allocation from the District from which the College develops an annual operating budget that adequately funds learning programs and services. The District has planned for and maintains adequate reserves both at the College and District level to assure financial stability.

19. Institutional Planning and Evaluation (2002 #19)

Bakersfield College evaluates its effectiveness in meeting its mission primarily through the program review process and through evaluations of its planning processes. It publishes these analyses on the Program Review Committee page, the Assessment Committee page, the CurricUNET SLO module (open to the public), and its institutional scorecard. The College shares its progress and work plans on the college and committee website. The president responds to the Program Review Annual Summary with a Closing the Loop document detailing how and why resources have been allocated.

20. Integrity in Communication with the Public

Bakersfield College publishes its catalog in both print and online, and its course schedule online. The following information can be located in the 2014-15 Bakersfield College Catalog:

General Information

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution (page 1)
- Educational Mission (addendum; The current mission, to reflect the addition of the Bachelor of Science Degree, is listed on the website: https://www.bakersfieldcollege.edu/about)
- Representation of accredited status with ACCJC and with programmatic accreditors, if any (page 3)
- Course, Program, and Degree Offerings (pages 58-126, pages 128-221)
- Student Learning Outcomes for Programs and Degrees (pages 58-126)
- Academic Calendar and Program Length (page 3, pages 58-126)
- Academic Freedom Statement (page 36)
- Available Student Financial Aid (pages 27-28)
- Available Learning Resources (pages 25-30)
- Names and Degrees of Administrators and Faculty (pages 223-236)
- Names of Governing Board Members (page 6)

Requirements

- Admissions (pages 16-24)
- Student Fees and Other Financial Obligations (pages 22-23)
- Degree, Certificates, Graduation and Transfer (pages 31-51)

Major Policies Affecting Students

- Academic Regulations, including Academic Honesty (pages 31-32)
- Nondiscrimination (page 13)
- Acceptance and Transfer of Credits (page 33)
- Transcripts (page 24)
- Grievance and Complaint Procedures (page 14)
- Sexual Harassment (page 14)
- Refund of Fees (page 23)

Evidence

ER-1 2014-15 Bakersfield College Catalog, pages noted as appropriate above
ER-2 2014-15 Fall Catalog Addendum
ER-3 The current Mission Statement, to reflect the addition of the Bachelor of Science Degree

21. Integrity in 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 Midterm Report is submitted in light of our commitment to remain in compliance with the policies of the Commission.

Appendix B:

Analysis of 2014 Standards

Analysis of 2014 Standards

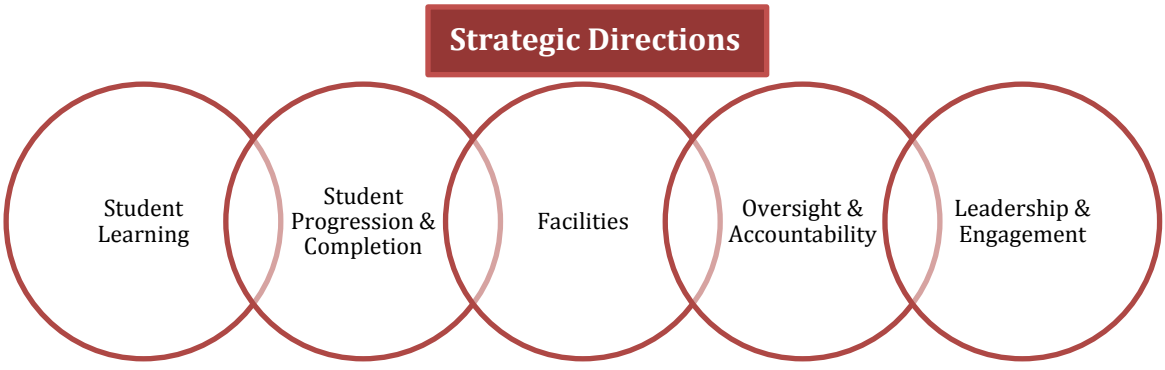
Standard I.A Mission

Bakersfield College revised the Mission Statement in 2015 to reflect its participation in the pilot program to offer a Bachelor of Science Degree in Industrial Automation. It had been revised in 2014 to reflect the updated Institutional Learning Outcomes and in response to the 2014 ACCJC Standards. The Kern Community College District Board of Trustees adopted the newly revised Mission Statement on May 7, 2015. The College publishes the Mission Statement in a variety of college documents, including the catalog, and posts it on the Panorama and Delano campuses and on the college website (S-1).

> *Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.*

Data Strands
Student Learning
Student Achievement
Operations
Perception

Bakersfield College uses data to accomplish its mission through several practices. The four data strands help to organize the 2015-18 *Strategic Directions* document, which includes five Strategic Directions to help the college accomplish its mission. The Strategic Initiatives support the Strategic Directions and progress is evaluated twice a year. The Bakersfield College Renegade Scorecard, which is organized by the data strands and is now integrated with the Strategic Directions, represents a tool for both communication and dialog about the important work going on at the college and helps to guide data-informed decision-making. Interventions and improvements are identified and monitored by this set of metrics which represent a kind of "Vital Signs" of college work (S-2, S-3).



The College meets each section of the Standard.

Standard I.B Assuring Academic Quality and Institutional Effectiveness

Assuring Academic Quality

Bakersfield College has focused on creating multiple opportunities for dialog about all its ongoing work. Formal dialog about academic quality occurs in many ways:

- Three of the four parts of the Accreditation & Institutional Effectiveness committee (AIQ) charge focus on institutional effectiveness: 2. Review and monitor collection of evidence and progress on Actionable Improvement Plans, accreditation recommendations, and institutional effectiveness indicators; 3. Inform, engage, and involve the college community in accreditation and institutional effectiveness; and 4. Review and monitor evaluation activities to ensure they result in integrated, meaningful, and sustained college improvement.
- The institutional scorecard survey provides dialog for creating goals each October.
- The curriculum process has focused on training at the Faculty Chairs and Directors Council (FCDC) and expanding Curriculum Committee membership to increase the number of knowledgeable faculty to serve as discipline curriculum leads, and holding regular curriculum and assessment clinics.
- The analysis of student outcomes assessment results is designed to create a deliberate and ongoing collegial dialog toward an intentional plan for the improvement of student learning and a subsequent process of reassessment.
- A concerted effort to present the Student Equity Plan, the SSSP, and Basic Skills Plans to the Academic Senate, Student Government Association, and College Council encouraged dialog and sought input and approval from appropriate groups.

(S-3, S-4, S-5, S-6)

The President has presented disaggregated outcomes data to the African American and Latino communities in order to create and record dialog with these groups. Several presentations to local high school administrators and counselors focused on the outcomes data in order to create dialog with feeder institutions. Programs consistently assess student learning outcomes for instruction and student and learning support services; additionally, programs are aligning student learning outcomes, program learning outcomes, and institutional learning outcomes. This work is also captured in the annual program review process (S-7).

The Bakersfield College Renegade Scorecard represents a tool for both communication and dialog about the important work going on at the college, using metrics that reach into the heart of the work at the college, and helps to guide data-informed decision-making. Each metric represents a barometer of the strategic initiatives work derived from the college mission. Interventions and improvements are identified and monitored by this set of metrics which represent a kind of "Vital Signs" of college work (S-3).

The Student Success & Support Program (SSSP) and Student Equity Plan provide the plan and metrics used to achieve student service outcomes addressing specific goals to prepare and follow-up with students as well as mitigating disproportionate impact. In addition,

projects integrating several programs and services across the campus develop strategy plans and evaluative metrics that relate to the program and mission (e.g. Making It Happen (MIH), Achieving the Dream (ATD), Student Equity Plan, and SSSP) (S-8, S-9, S-10).

.

Institutional Effectiveness

Institutional, program, and course data (primarily quantitative) are disaggregated and analyzed to assess for effectiveness of programs and services. Additionally, data is utilized to assess student success, progression and completion among various subpopulations. Appropriate interventions are enacted for student populations demonstrating gaps in achievement (e.g., ATD). The attached data reveal that the gap in Hispanic achievement has been mitigated (S-11).

In addition to receiving support from Institutional Research staff at the District Office, Bakersfield College relies on a team of BC Data Coaches to collect, analyze, and report institutional data. Through these resources, BC continues to disaggregate data related to student success, progression and completion by various subpopulations of students. Adequate institutional resources have been allocated to address and mitigate identified performance gaps. Ensuring the implementation of a similar system to disaggregate and analyze learning outcomes (SLOs, PLOs, and ILOs) by subpopulations of student is an opportunity for institutional improvement and growth (S-12).

Bakersfield College regularly evaluates policies just prior to printing the yearly college catalog; instructional programs through the annual program review process for instructional programs, student and learning support services, and administrative services; and its governance policies as described in the Decision Making document. The College Council reviews and approves changes to governance committee charges each year. The College President provides "Closing the Loop" written updates to the college community on opening days each fall and spring (S-13, S-14).

The College meets each section of the Standard.

I.C Institutional Integrity

The dissemination of information through established and trusted resources continues to be a hallmark of the college's integrity with students, employees, and the community. Key to the efforts to provide accurate information is the Bakersfield College Catalog, which is published each year and serves as a resource for both students and employees regarding official college policies, procedures, financial costs, and outcomes, as well as information on academic quality, courses, programs of study, and the credentials of college leadership and faculty (S-15).

Bakersfield College prides itself on its transparent communication of assessment and evaluation results by posting documents on committee web sites. The documents include committee minutes, PowerPoint presentations, and reports from invited guests. In

addition, assessments of SLOs and PLOs are completed in the appropriate CurricUNET module. Future goals are informed by the assessment and evaluation results of college initiatives. Updates regarding the initiatives are presented at campus meetings to which all employees are invited (S-16).

BC's website serves as an invaluable resource for information on college policies, procedures, updates, and communications of relevance to students, staff, and the community. To fully engage the campus community, Bakersfield College has taken a social sharing model to information dissemination, and has made key points of information available at governance committees, all employee meetings, and in specialized professional development trainings (S-17).

Evaluating the college's approach to information and community engagement is standardized in several processes, including campus-wide committees (e.g., Assessment, Curriculum and Program Review) and several constituent surveys, and is published in a number of official publications, values statements and the institution website. The college reaffirms its dedication to high quality education through compliance with regional and disciplinary accrediting and compliance organizations (S-18, S-19).

The College meets each section of the Standard.

Evidence for Standard I

S-1 Mission Statement Approval
S-2 2015-18 *Strategic Directions*
S-3 Bakersfield College Renegade Scorecard
S-4 AIQ charge
S-5 Curriculum Workshop
S-6 Analysis of Student Outcomes
S-7 High School Counselors, 2014
S-8 SSSP
S-9 Student Equity Plan
S-10 Making it Happen
S-11 Achieving the Dream data
S-12 Data Coaches
S-13 Decision-Making Document
S-14 Closing the Loop
S-15 2015-16 Bakersfield College Catalog
S-16 Committee websites
S-17 BC's website
S-18 KCCD Climate Survey Report, May 2014
S-19 BC Core Values

II.A Instructional Programs

Bakersfield College ensures that all instructional programs are offered in fields of study consistent with the institution's mission of providing opportunities for a diverse student population to attain degrees and certificates, workplace skills, and preparation for transfer. Most programs are appropriate to higher education, but the college also offers pre-collegiate programs to prepare students for college level work. The Courses of Record (COR) housed in the CurricUNET database indicate that 100% of Bakersfield College courses have Student Learning Outcomes. In addition, the college monitors student program completion rates, which are determined by tracking the number of awarded degrees/certificates and transfers.

Bakersfield College offers 104 programs which lead to 71 degrees and 32 certificates of achievement. In addition the college offers 26 local certificates called job skills 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 (S-15).

Curriculum Committee members have systematically worked to ensure the institution's degrees and programs meet all required standards and practices common to American higher education (e.g. Title 5, ACCJC, and C-ID). These efforts include the appropriate length, breadth, depth, rigor, and course sequencing with the ultimate goal of creating clear academic pathways for students. As evidence, 20 of the 27 new programs approved during the 2013-14 academic year were Associate Degrees for Transfer. In addition to a rigorous local review process, these degrees must also pass a rigorous state level approval process for each course (C-ID), and state review approval process (S-20).

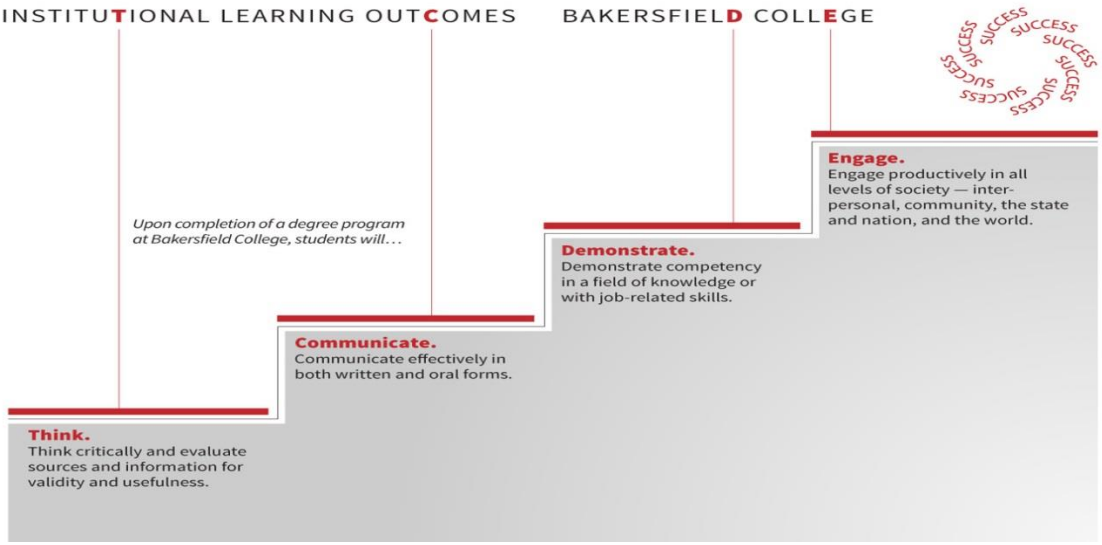
Bakersfield College regularly evaluates and improves the quality and currency of its instructional programs including collegiate, pre-collegiate, and career-technical programs. The annual program review process requires each academic program to analyze program-specific data to address student success and completion; assess the effectiveness of student learning outcomes; identify progress toward goals; express new goals; share best practices; and project future human, fiscal, facility, and technology needs. Using the Annual Update Checklist form members of the Program Review Committee evaluate the program reviews. College leaders use these reviews to inform college planning. While BC offers no online-only programs at this point in time, consideration of online course needs in a discipline are included in the program review process (S-21, S-22).

Bakersfield College provides multiple opportunities for students at the pre-collegiate level to acquire the knowledge and skills necessary to achieve academic success at the college level. Academic Development (ACDV) offers over 25 courses specifically designed to provide students with basic skills in reading, writing, and math. In addition, ACDV courses target specific areas of study skills such as time management, note taking, test taking, and memorization. English for the Multilingual Student (EMS) offers several courses to provide multilingual students with the skills necessary to accommodate English as a second language in the learning process. These include reading, writing, vocabulary, grammar, and

composition. English writing courses also address pre-collegiate students. Assessment results led to the redesign that includes both accelerated pre-collegiate courses and a new approach of scheduling compressed courses. Both of these strategies have increased success, progression, and completion rates. These academic areas maintain an ongoing process of assessment and reflection to maximize their effectiveness at meeting students' academic needs (S-15).

Bakersfield College has reviewed its student success data and identified achievement gaps. Multiple projects have been implemented to address those equity gaps and better support equity and success for all students. The Making It Happen (MIH) project connects students and faculty/staff in a partnership to increase best practices for successful students. The Delano campus has increased its outreach (Arvin and Wasco cities' high school satellite campus night classes) and opportunities for students to be involved in academic life. Additional resources have been allocated to veteran services including a full-time educational advisor to assess student needs and strengthen programs and services. An African American Taskforce has been formed to more completely address programs that support African American students (A-STEP) (S-23).

Faculty assessments of student attainment of learning outcomes are regularly conducted. These outcomes and assessments are recorded in the CurricUNET database, where they are publically available. Course syllabi include student learning outcomes, evaluation processes and grading criteria. Faculty submit narratives about their assessments of student learning outcomes and subsequent impact on teaching during their regularly scheduled evaluation process.



In order to achieve these outcomes, students must be able to demonstrate competency in analytic inquiry skills, ethical reasoning, and have the ability to engage diverse perspectives. The library supports the institutional learning outcomes through workshops, online tutorials, library orientations required for research paper assignments, and a research course that specifically addresses information competency (S-24).

In the process of curriculum review, both the general education and student learning outcomes are subject to an additional and very intentional degree of scrutiny by faculty with expertise in those areas. All curriculum with a general education component are subject to a regular and through review to determine if their content is current and consistent with California State University, University of California, or Bakersfield College General Education requirements. As evidence, 20 of the 27 new programs approved during the 2013-14 academic year were Associate Degrees for Transfer which give careful consideration to the appropriateness of each course in general and General Education courses in particular (S-20).

The College meets each section of the Standard.

Standard II.B Library and Learning Support Services

The Bakersfield College Library continues to "contribute to and support the college mission by serving as an information and research center and by providing direct and instructional support with a full range of timely information resources." As indicated in the *Library 2014-15 Annual Update*, the library has recently added access to a subscription collection of 130,000 electronic books and added two databases, which has made a full-range of library resources available on a 24/7 basis and doubled the library's book collection. The library is open 60.5 hours a week, up 2.5 hours from the 2012 Self-Evaluation. Staffing remains the same, with five full-time librarians, .5 adjunct librarians, and four FTE classified staff. The library provides a full-range of reference services including one-on-one instruction, class orientations, workshops, and student guides. Though access to electronic resources is available to all students regardless of location, service to the Delano campus could benefit from a part-time librarian there. Increased contract summer hours for BC librarians would allow librarians to provide workshops during summer term and devote more time to collection maintenance (S-25).

Since the 2012 Self-Evaluation, the library has migrated to an upgraded web server for the public access catalog, replaced 30 public access computers and replaced 24 computers in the library classroom. Librarians continue to select appropriate materials across the curriculum and collaborate with faculty on assignment-specific materials and resources. A recent project resulted in the purchase of materials and the creation of extensive bibliographies and webliographies for U.S. history primary sources. In order to address the needs of underprepared students and entering college freshmen, librarians created a 17-minute video (available on YouTube) entitled "College Research Survival Skills." The library has six 3-5-minute videos on research ethics.
During the 2013-14 academic year the library assessed the student learning outcome "discriminate between ethical use of sources and plagiarism" for the course English B34: Introduction to Library Research. Both pre- and post-tests were administered for the sake of comparison. The goal to have 80% of students score 70% or higher on the post-test was met both semesters. All library research workshops were also assessed by scoring random exercises completed by students at the conclusion of each workshop. The *Library Workshop*

Assessment is included as a sample assessment. The goal to have 80% of students score 70% or higher was achieved for all workshops. Questions answered incorrectly were analyzed to determine where students were having difficulty understanding concepts. Librarians then revised lectures and/or assignments to clarify these concepts (S-26).

BC offers learning support services through the Tutoring Center, the Writing Center, and the Student Success Lab. The Tutoring Center offers professional and peer tutoring to students. Related to the Tutoring Center is Supplemental Instruction, which offers group tutoring for specific courses. The Writing Center, which was created after the 2012 Self-Evaluation, employs a coordinator, professional tutors, and student workers to assist students with writing projects at any stage of the writing process. The Student Success Lab provides assistance to build study, reading, writing, information competency, math, and critical thinking skills. Tutoring services are offered at the Delano Campus; the services of the Student Success Lab and Writing Center are not available in Delano or to distance education students.

Staff in the Student Success Lab regularly monitor student success and modify content and assignments based on assessments. Due to its categorical funding source, the Writing Center isn't included in a regular program review cycle but has created its own *Writing Center Spring 2014 Report* which includes usage statistics and the results of student surveys. Improvements are made based on these results. The Tutoring Center regularly evaluates its services and its tutors, as seen in the *Tutoring Center Report*, to ensure that student needs and learning outcomes are being met. These results are used as the basis for improvement in the tutoring program (S-27, S-28).

There are approximately 26 computer labs on the Bakersfield College campus (labs with more than ten computers) and four at the Delano Center. Each is supported by campus Technology Support Services (TSS). Open labs are staffed with computer operators to assist students in the use of hardware and software. TSS has established an emergency status for priority instructional equipment repairs, which allows computer and media technicians to respond quickly to labs or classrooms experiencing technical problems while instruction is taking place.

Program reviews indicate general satisfaction with computer labs and maintenance of labs. Surveys, such as the *New Technology Implementation Survey*, indicate that lab technology is having a positive impact on student learning. The ISIT (Information Services and Instructional Technology) Committee has campus-wide representation and consequently can respond to technology-related student needs through department representatives. The committee conducts an *Annual Technology Survey* as well as specific targeted surveys to determine the effectiveness of computers labs, projection equipment, and other campus technology. Through the program review process, the ISIT Committee determines technology needs as well as the impact of technology and can make recommendations to respond to these needs (S-29, S-30).

The High Tech Center is housed on the north side of the Computer Commons in the Library building. It consists of ten computers, all of which have assistive software such as Jaws,

Dragon, Kurzweil 3000, and Zoom Text. The High Tech Center includes a private room where students can use Dragon without interrupting the work of other students in the open lab. Student assistants are available in the center to help with the use of the computers. All regular computer labs on campus have at least one computer with these assistive software packages installed. Though the High Tech Center is not assessed separately, satisfaction is assessed in the larger surveys of staff and students performed by TSS.

The college meets each section of the Standard.

Standard II.C Student Learning Programs and Support Services

Bakersfield College student services provide appropriate, comprehensive, and reliable services. In addition to the services described in the 2012 Self-Evaluation, the institution has offered extended service hours, increased outreach services to the greater Bakersfield area, and expanded Student Equity activities. All student serving offices extend operating hours until 6:30 p.m. during the first week of each term. Outreach efforts include orientation, assessment and counseling at all service area high schools and community agencies, such as the adult school. Student Equity activities are organized through the campus-wide Student Equity plan finalized fall 2014 (S-31).

Student Services uses program review, strategic planning, institutional goals and the Educational Master Plan to define its integrated Student Services goals and Student/Administrative Outcomes. The outcomes relate to the planning, analyzing, redefining, improving, and streamlining professional development as well as addressing technological and research needs. This process allows annual assessment of identified goals, and it is part of the planning processes.

BC provides co-curricular programs which continue to enhance the social and cultural aspects of the educational experience of its students. BC offers 18 intercollegiate sports for both male and female student-athletes. BC Athletic programs are evaluated yearly through an Annual Program Review. In the spring of 2014, the Athletic Department established a Budget & Leadership Committee to develop policy and processes which allowed more collegial input into the Annual Program Review process. In the fall of 2012, the GoGades.com website was developed to keep fans, alumni and prospective student athletes up-to-date on weekly sports updates and schedule of events (S-32).

The Student Government Association (SGA) presents students' opinions, needs, and concerns to campus, district, and state committees. SGA allocates student fees to programs and services that directly benefit students. In the spring of 2014, the SGA's Constitution and Bylaws were clarified in order to allow students to work under the guidelines and mission of the institution. The re-evaluation and modification of the SGA's budget allocation model allowed for funding to be distributed more equally throughout the campus (S-33).

Student Support Services utilizes an array of measures to meet the needs of BC's diverse student population. The creation of the High School Mentor Liaison program builds a unified relationship with the surrounding high schools. Student Outreach is also bringing workshops to high school students to create a smooth transition to college. To facilitate the growing population of students, campus workgroups for online education, probation, and Student Success/Early Alert use student data and feedback from other faculty and staff to make BC more accessible and engaging to students (S-34, S-35).

After evaluating the effectiveness of the college admissions and placement instruments in Spring 2014, Bakersfield College replaced COMPASS with ACCUPLACER as its placement instrument test to properly place students in appropriate basic skill courses. ACCUPLACER is a web-based application that is used by a majority of CCCs and allows more testing opportunities at the college service region high schools. ACCUPLACER automatically uploads scores and placement levels into Banner and allows automation of multiple measures by weighting the value and placing the student using an algorithm. The automation process will greatly reduce the human error of inputting test scores into Banner (S-36).

The College meets each section of the Standard.

Evidence for Standard II
S-20 Associate Degrees for Transfer
S-21 Annual Program Review
S-22 Comprehensive Program Review
S-23 A-STEP
S-24 Assessment of ILO, Critical Thinking
S-25 *Library 2014-15 Annual Update, p. 5-6*
S-26 *Library Workshop Assessment*
S-27 *Writing Center Spring 2014 Report*
S-28 *Tutoring Center Report*
S-29 *New Technology Implementation Survey*
S-30 *Annual Technology Survey*
S-31 Student Equity and Inclusion
S-32 BC Athletics Department
S-33 Student Government Association
S-34 Mentors
S-35 It's Possible—Outreach
S-36 Student Placement

Standard III.A Human Resources

Bakersfield College follows this philosophy for hiring faculty: It shall be the policy of the Kern Community College District that a faculty hiring process be established to provide for highly qualified College faculty who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can enhance overall College effectiveness, and who are sensitive to and representative of the racial and cultural

diversity of the District adult community (BP 5G6g). Appropriate standards are in place for each employee group. Positions are clearly described and widely advertised; positions support the College mission (S-37).

BC employs 245 full-time and 261 adjunct faculty (Fall 2014). All faculty meet the minimum qualifications as defined by the California State Chancellor's Office. The Faculty Contract includes specific references to curriculum development and review (Article 4.C.17.f.) and assessment of learning (Article 6.C.2.a) (S-38, S-39).

BC has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

All employee groups are evaluated regularly. Professional Development has been a Strategic Goal for the last two years, with the establishment of the Professional Development Committee (PDC) and the inclusion of professional development needs and opportunities in the program review process (S-40).

Diversity is one of the Core Values BC developed in 2012: *We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities* (S-41).

BC also focused on diversity in its 2014 mission statement revision: *Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world* (S-42) .

The College meets each section of the Standard.

Standard III.B Physical Resources

The Bakersfield College Panorama Campus sits on 154 developed acres and consists of a total of 35 buildings, the majority of which were constructed in 1956. 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 adheres to the laws, codes, and regulations that ensure safety and guide the activities on its campuses. BC's Maintenance and Operations Manager continues to assure sustained safety through consistent inspection of buildings and facilities, assuring that all fire, safety, security, and sanitary codes and regulations are met. Bakersfield College's Educational Master Plan is the overarching planning document for the vision and direction of the College, the Facilities Master Plan is the planning document for capital projects that help to realize that vision (S-43, S-44).

Capital projects support College goals because they originate from the Annual Program Reviews. Projects across the campus stem from requests made through M&O Forms in the Annual Program Reviews from department chairs and deans. All potential projects are then reviewed by the Facilities Committee to determine if they are capital improvement projects or scheduled maintenance projects. Bakersfield College is committed to using the information from the Annual Program Reviews to meet the needs of the campus programs and services and to prioritize projects which stem from requests from department chairs and deans (S-45).

The Facilities Master Plan is a long-term (15-25 years) planning document for capital projects that is a requirement for getting money from the state to ensure that we are in the facilities funding queue along with the other 70+ community college districts. The processes and procedures are in place to identify and relate capital projects within the campus community to the Facilities Master Plan and are working as planned to ensure the campus's long term vision is maintained and changes to planned capital projects have the proper review and oversight to minimize the impact on institutional goals. A Five Year Construction Plan provides an annual summary of current and proposed capital outlay projects and is updated and submitted to the Chancellor of the California Community College system (S-46, S-47).

The Facilities Planning Committee reviews and provides recommendations to College Council for new and improved facilities and infrastructure improvements to enhance current and future learning environments. The Facilities Planning Committee serves to provide the President with a venue for reviewing on-going and proposed projects that impact the physical campus plants and facilities (S-48).

The Facilities Committee also implements the review and monitoring of recommended changes to the Capital Projects list to ensure they remain in alignment with the Educational Master Plan and Strategic Directions. Maintenance and Operations collects information from the following sources and identifies possible projects for inclusion for removal from the Facilities Master Plan and the yearly addendum to the Facilities Master Plan: Education Master Plan, Annual Program Reviews, Facilities Condition Index, Projections for future growth, Regulatory requirements, Identified safety concerns, surveys and input from Faculty, Staff, Students and Community and Foundation representatives. The chair of the Facilities Committee has reached out to the SGA and faculty to get more involved and attend the monthly facilities meetings. This outreach effort has been successful as the committee continues to grow (S-49).

Over the last three years, renovations have been ongoing and there are a number of construction projects taking place on campus.

- The Edward Simonsen Performing Arts Center (SPArC) (Speech, Arts and Music building, originally built in the1950s), renovation. project was completed in the fall of 2014 and has allowed Bakersfield College to expand the breadth of instructional programs with modern equipment for the performing arts students, provide additional performance space for the students, and provide a facility that was sorely needed by the community.
- The existing gas Teco Gen Chillers were replaced with new more efficient electric Chillers allowing the Thermal Energy System Tank to become operational allowing 90% of the campus to be connected to the chiller loop system. This project has brought significant electrical cost savings to the campus.
- In 2014 sidewalks and concrete areas surrounding the Campus Center were demolished in an effort to facilitate replacement of aged water and gas lines on campus and to repair failing concrete in many high traffic areas for students and employees bringing these areas in compliance with the ADA path of travel code requirements (S-50).

BC has also focused on sustainability, focusing on water and power use.

- Bakersfield College has completed the replacement of all campus toilets and urinals with low flush fixtures, saving the campus millions of gallons of water a year.
- All landscaping sprinkler heads are being replaced with more efficient sprinkler heads, saving up to 28% water usage.
- A new water monitoring program is being installed to ensure the watering of the campus will be monitored effectively.
- Bakersfield College is in the process of utilizing the state funded vehicle replacement program to obtain electric work vehicles.
- All of the trades work vehicles are scheduled to be replaced by the end of 2016.
- The campus is taking advantage of the Prop 39 funding by replacing the existing campus wide exterior parking lot lights, exterior soffit lighting, and interior florescent lighting with LED lighting fixtures. This will have a considerable savings impact on the campus electric power usage (S-51).

The District Measure G Bond has completed infrastructure upgrade projects, heating ventilation and air conditioning upgrades, ADA path of travel projects, technology upgrades, roofing replacement projects, modernization to existing buildings, removal of asbestos flooring and lead paint and upgrades to the gymnasium. Scheduled next for modernization are the Language Arts building, the Fine Arts Building and the Student Services Building. Future projects include Gym AC Project, Student Services Air Handler, Chiller Removal, New Maintenance and Operations Building, District Wide Door Hardware Replacement Project, and Outdoor Mass Notification Broadcast System Security Camera Project Path of Travel (S-52, S-53, S-54)

The College meets each section of the Standard.

Standard III.C Technology Resources

Bakersfield College (BC) utilizes a three-year technology plan to guide the long- and short-term maintenance of its technology, including hardware, software, and technology facilities in order to support the management and instructional functions of the college. This technology plan takes into account both the personnel changes and physical growth or changes in the campus environment, as well as projected and actual changes in the organizational structure of the college. The recently updated technology plan reflects the campus strategy for 2014-2017. Management, operational, and academic functions of technology are all evaluated on an ongoing basis by the Technology Support Services staff and the Information Systems and Instructional Technology (ISIT) Committee (S-55).

The college engages in the annual program review process, which provides data that is both specific to each unit and useful on an institutional level, informing academic, student affairs, and administrative unit plans. Technology assessment questions are included in the annual program review and are routinely refined by the ISIT and Program Review committees. BC has recently developed a three-year Comprehensive Program Review which includes an in-depth technology assessment. Additionally, an annual technology survey measures faculty and staff perceptions of the effectiveness of new technology deployed on campus. All of this data is used to direct and inform institutional planning (S-56, S-57, S-58).

The college's network is protected by several devices against malware, viruses, and other external threats. Maintenance occurs during scheduled, monthly downtime which allows for upgrades, patches, and other maintenance activities. At all sites where technology is employed, in compliance with FERPA regulations as well as other legal requirements, security is ensured through several means. For example, all computers require login to access: each user is assigned a unique username and password (S-59).

Technology-focused staff development activities are offered prior to and during each semester for faculty, staff, and administrators. Instruction on routinely accessed technology tools is provided via screencast videos and quick-start guides to Bakersfield College students and faculty. The college's Professional Development Committee (PDC) uses surveys and program review information to assess the technology instruction and support needs of faculty, staff, and administrators and to plan future professional development activities (S-60).

Technology support is provided to all Bakersfield College constituents via a 24/7 help-desk, which provides a quick response and solution to minor technology issues and also an avenue for BC faculty, staff, and administrators to submit work tickets when a quick fix is not possible. The Bakersfield College Technology, Innovation, and Professional Development (TIPD) website offers additional support, providing links to technology resources for faculty along with recommendations for effective use (S-61).

Bakersfield College adheres to the technology policies specified in the Kern Community

College District Board Policy manual section 3E. The policies address acceptable use of technology on campus, employee expectations of privacy, email, and general security. Bakersfield College also adheres to federal guidelines for ADA and 508 compliance. Faculty are reminded each semester via email of ADA and 508 compliance concerns related to technology and are provided with resources for addressing relevant issues. The college also complies with ADA requirements for video captioning, including live streamed events such as the various campus conferences (S-62).

The College meets each section of the Standard.

Standard III.D Financial Resources

Bakersfield College develops a schedule of classes for each instructional term designed to provide appropriate learning opportunities for students and to ensure adequate financial resources by meeting enrollment targets established by the Kern Community College District. This process leads to a budget allocation from the District from which the College develops an annual operating budget that adequately funds learning programs and services. In addition, the college has applied for available funds through the state of California to meet new requirements for matriculation and for closing the achievement gap affecting disproportionately impacted students. The District has planned for and maintains adequate reserves both at the College and District level to assure financial stability.

As illustrated in the Strategic Directions document, all of the college goals lead to and support the number one goal of becoming an exemplary model of student success by developing and implementing best practices. Goal number 4, Oversight & Accountability, covers financial planning work. The "Closing the Loop" documents (mid-year Dec 2013 and end-of-year August 2014) show how the various college planning processes in the committees lead to resource allocations to support the college mission. The criteria for budget decisions developed by the Budget Committee and approved by the Academic Senate and College Council in 2011 show that all budget decisions will be aligned with College mission and goals (S-63, S-64).

The Budget development timeline is posted in the Links section of the Budget Committee's website as well as on the accreditation site. The College's financial policies and procedures are listed in section 3 "Business Services" of the Board Policy Manual and are ultimately directed by the office of the KCCD Chief Financial Officer. The Vice President of Finance and Administrative Services is the liaison between the college and the district's Chief Financial Officer; they meet weekly to discuss the financial implications of the budget transactions (S-65, S-66).

Bakersfield College has an established budget development process that begins with the program review process: identifying and documenting instructional/operational needs that are then translated into each unit's initial budget request. These are compiled and serve as the foundation for a tentative budget that is subsequently vetted through

appropriate committees such as the Budget Committee and College Council as well as in open campus meetings that both explain the budget and budgeting process and provide opportunities for feedback and potential adjustments. The College budget is ultimately consolidated into the District budget and is adopted following a public Board of Trustees budget work study session.

The College and District closely track the state budget picture annually to anticipate any fluctuations and use this information in the development of initial budget models, beginning with the Governor's January budget proposal and continuing with the May revise. State allocations, including those to fund growth and COLA increases/decreases, impact projected enrollment targets for the College and each of the other colleges in the District. The District allocates resources for each college according to a Budget Allocation Model based on proportional FTES generation. Additionally, the College actively assesses potential grant opportunities, applying for those that are appropriate to the College's educational programs to provide additional funding support. Expenditure requirements are determined through the Program Review process which applies to both instructional and non-instructional units and results in a budget request from each unit based upon documented identified needs.

The college budget must adhere to the 50% law. This state regulation requires that fifty percent of the college budget is expended on in-classroom instructional costs. The Chief Financial Officer of the KCCD, in collaboration with the Vice President of Finance and Administrative Services, calculates the percent of instruction once the adopted budget has been approved by the Board of Trustees. Although the actual ratio is reported to the State at the end of the academic year, the adopted budget serves as an indicator of the required 50% compliance.

All audit findings are discussed with the Chancellor, Board of Trustees, President of the College, Chief Financial Officer, the Vice President of Finance and Administrative Services, the Chancellor's Cabinet, Administrative Council, Consultation Council, and relevant department managers.

To ensure financial stability, District Board Policy requires the entire District to maintain 15% of the total annual revenues in reserves. In addition, Board Policy 3A1A6 requires that the College retains at least 3% of its annual expenditure in reserves. Also, the Budget Allocation Model (BAM) is used to support colleges that may need operational relief if deficit spending is required to meet institutional educational needs (S-66).

The College meets each section of the Standard.

Evidence for Standard III

S-37 Board Policy Section 5 Academic Senate and Faculty Employment
S-38 Fun Facts, 2014
S-39 Faculty Contract
S-40 Strategic Focus 2013-14, updated August 2013
S-41 Core Values

S-42 Mission
S-43 Educational Master Plan
S-44 Facilities Master Plan
S-45 M&O Needs Workbook - 2013-14
S-46 College Council Facilities Master Plan Report
S-47 KCCD 5-year Construction Plan
S-48 Facilities Committee
S-49 BC Facility Master Plan Presentation
S-50 Bond Oversight Report
S-51 CCC Prop 39 project allocations 2013-14 FINAL
S-52 Facilities Committee Update 140929.pdf
S-53 College Council 02.07.2014.pdf
S-54 Facilities Planning Construction 2009-2014
S-55 2014-17 three-year technology plan
S-56 2015 APR Technology assessment questions
S-57 2015 3-year Comprehensive Program Review
S-58 Annual Technology survey
S-59 Scheduled monthly downtime dates
S-60 Staff Development activities
S-61 TIPD Web site
S-62 Board Policy Manual section 3E
S-63 2015-18 Strategic Directions for Bakersfield College
S-64 Closing the Loop, 2014
S-65 Budget Development Timeline
S-66 Board Policy Section 3 Business Services

Standard IV.A Decision-Making Roles and Processes

Bakersfield College supports and encourages all members of the college community (students, faculty, administrators, and staff) to take initiative in assessing and developing ideas leading to institutional effectiveness. Specifically, to address equity and disproportionately impacted students, faculty formed African American Success Through Excellence and Persistence (A-STEP), African American Male Mentoring Project (AAMP), and Los Padrinos to target the needs of these student groups. Using the decision- making process along with participation in governance committees, all constituent groups have the opportunity to provide suggestions for improvement (1-67, 1-68, 1-69).

The College continues to develop, implement, and assess its decision-making policies and procedures. The Decision-Making Document is being reviewed, and the 2015-2018 Strategic Directions Document is being implemented. During the fall 2013 semester, employees from various campus constituent groups participated in a campus reorganization project where feedback was collected. Students have been able to participate in some of these processes; the SGA constitution explains the roles and responsibility of students who volunteer to take on these leadership roles (1-70, 1-71, 1-72).

The 12 governance committees of the College constitute the main faculty voice in institutional governance. The committee charges, agendas, minutes, and other important documents are all posted on the College Committees website (https://committees.kccd.edu/bc/). Policies and procedures regarding curriculum are handled by the College's Curriculum Committee. The charge of this committee is publicly available on the committee's website. Starting in fall 2013, the committee began to reach beyond specific committee members by offering workshops to interested faculty.

The documents and websites mentioned above lay out clear policies regarding committee make up, timelines for projects and decisions, and methods for communicating to and with constituents. Any documents shared with the campus are posted on these sites as well. Decision-making processes are outlined in the Decision Making document. Most campus decisions are shared with College Council, whose members are expected to share them with their constituents. All documents pertaining to College Council are posted to the College Council website so that they are available to the entire campus. The President has created "Closing the Loop" documents, outlining the major decisions of the campus, including both some of the reasoning and effects of those decisions. These are shared at campus-wide gatherings and posted on various web sites (S-64).

Most commonly, College processes and policies are evaluated via surveys. Reports summarizing the results of the surveys can be found online, including the evaluation of College Council, the Program Review survey, District Wide Decision Making and a Research and Reporting Work Session Survey (S-73).

The College meets each section of the Standard.

IV.B Chief Executive Officer

Bakersfield College's Chief Executive Officer has primary responsibility for the institution, and the CEO has made significant efforts to assure the quality of education to internal and external constituencies alike. The CEO provides leadership on all efforts guiding the operation of the institution and delegates responsibility and authority to members of her leadership team to ensure consistency and appropriateness of action. To ensure all employees, but particularly those in leadership roles, are familiar with issues and trends affecting Bakersfield College, she launched a series of conferences, titled Learn@BC, which brought in leaders and practitioners in the areas of data, equity, Title IX, and Institutional Learning Outcomes.

The CEO recently reviewed the organization's structure for appropriateness in relation to the institution's size and created a new interim dean/director program to promote leaders from within to fill vacancies revealed in the reorganization process. Through the process, the CEO identified and empowered leads for ancillary efforts such as accreditation and conference/training creation.

The CEO has made internal and external communication a priority, and has worked not only to communicate with external constituencies but also to integrate their feedback into the College. The CEO established the "BC Core Values" that are used to guide administration, faculty, and staff towards a more successful and focused direction for the institution. The president has created community workgroups of individuals representing the college's demographics, developed ongoing relationships with several public policy organizations, and has made herself available for presentations regarding Bakersfield College and education. She has specifically spearheaded the "Renegade Scorecard, "which allows the institution to determine its level of success through evaluation of rich data, which drives future decisions (S-74, S-75).

The CEO has created an "Accreditation Midterm Report" team to help evaluate the accreditation standards and ensure compliance. The CEO works closely with the Budget Committee and others to ensure implementation of institutional policies is consistent with effective control of the budget and expenditures (S-76).

In December 2014 Bakersfield College conducted a perception survey that included questions about the district-college decision-making and communication identical to the Bakersfield College 2011 Employee Accreditation Survey. Here is a comparison of the responses to the statement (BC-77):

The BC President provides effective leadership.	
2011 Accreditation Survey (n147)	*2014 Accreditation Survey* (n270)
Yes 72.9%	Strongly agree, agree, somewhat agree 84.6%
No 27.1%	Somewhat disagree, disagree 10.0%
	No opinion 5.4%

The College meets each section of the Standard.

Standard IV.C Governing Board

The Kern Community College District Board of Trustees "derives its powers from the Constitution and the Acts of the Legislature of the State of California and the Rules and Regulations of the Board of Governors of the California Community Colleges" and is responsible for approving and adopting the policies for the operation of the District, determining that adequate funds are available to enable staff to execute these policies, and acting as a board of appeals (See Board Policy 2A1) (S-78, BP 2).

The Board Policy Manual is available online at the KCCD website. The seven-member Board's duties, responsibilities, structure, and operating procedures are captured in detail in Board Policy 2B, 2C, and 2D. The Board reviews policies and bylaws according to a calendar. For example, the intent is to review even numbered policies in even numbered years.

Under Standards of Good Practice in the Board Policy Manual (2G), 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."

Trustees must engage in a regular and ongoing process of in-service training and continuous improvement (BP2G1). In October 2013, the Board of Trustee amended KCCD Board Policy adding Policy2F, Board In-Service Development, which requires new Trustee members to participate in a district orientation, as well as a statewide California community college new trustee orientation program. In-service training must be provided annually to members of the Board as work study sessions (BP 2F2). In-service training may address topics such as student access and success, educational and facilities planning, government relations, emergency preparedness, human resources, technology, governance, and accreditation.

Board Self-Evaluation occurs every five years (BP 2E). The evaluation instrument includes questions regarding the board's effectiveness in promoting and sustaining institutional effectiveness and trustees' participation in board training (S-79).

The Statement of Ethics details Standards of Practice (BP 2H), and 2H2 addresses violations of Standards. The Conflict of Interest Statement specifies that each board member "must file a conflict of interest statement as determined by law" (BP 2I).

The roles of the Chancellor and a College President are detailed: Board Policy states the Board "shall hold the Chancellor responsible for the efficient administration and supervision of the entire system" (BP 2A2). Board Policy 10A5A1 states "The Chancellor is the Chief Executive Officer of the District. All functions of the District are directed by the Chancellor in keeping with policies established by the Board of Trustees." BP 2A2 also refers to the role of the College President: "The College President is the final authority at the College level" (S-80).

The College meets each section of the Standard.

Standard IV.D Multi-College Districts or Systems

In fall 2014 the Kern Community College District (KCCD) had 1,327 employees at three colleges and the District Office, a student headcount of 27,140, and an Unrestricted General Fund Budget of $140,904,951 (S-81).

Two factors seem integral to effective relationships within the KCCD; the third factor reflects the perceptions of the first two:

Resource Allocations

Standard III organizes resources into four categories: Human Resources, Physical Resources, Technology Resources, and Financial Resources. All of these are housed at the District Office with ancillary services at the colleges. In each category the District Office and the three colleges work to find a balance, for example, between staffing and meeting external compliance requirements like the 50% law. Enrollment management, FTES generation, targets, and growth also affect resource allocation. The District Office, in collaboration with college representatives, developed the District wide Unrestricted Fund Budget Allocation Model (BAM) tool in 2007, designed with the intent that equitable allocation of the District Offices expenditures and apportionment received from the State would be based on a consistent methodology. The latest evaluation of the tool, by college and District Office representatives, is dated 2010. The State of California's funding model established in Senate Bill 361 (SB 361) has been used to as a framework to design the latest version of the BAM tool (S-82).

Services to Colleges

Explanations of the District and College functions appear in several documents:

- The list of functions of the district office is posted in the Self Evaluation's "Accreditation Standard Responsibility" functional map on pages 37–60 of the 2012 Self Evaluation. This list shows responsibility levels (primary, secondary, shared) of the College and the District Office (S-83).
- A more detailed breakdown of the district Human Resources functions is given in the HR Planning Matrix mentioned on p. 22-24 of the Follow-Up Report (S-84).
- The KCCD Elements of Decision Making document gives function maps for the various sections of the district office (S-85).
- A functional Audit of district office services was done in spring 2012 and reported at the May 22, 2012 DCC meeting (S-86, S-87).

The District Chancellor (CEO) has established two standing committees: the District Consultation Council (DCC) and Chancellor's Cabinet. Membership of the DCC consists of the various constituencies within the colleges and the District Office. This consultative body provides advice to the Chancellor in an effort to benefit the District as a whole. The Cabinet's role is to collaborate with the Chancellor in the development of Board Policies. The Cabinet has the authority to make recommendations of changes to the Board Policies..

The most recent data collection for an evaluation of the district's decision-making processes is the Elements of Decision-Making Document Survey of Fall 2013. The results are not broken down by college. The review of the survey took place at the November 26, 2013 meeting of District Consultation Council; the minutes give a description of what the survey was but do not give any of the results nor indicate any sort of analysis of the results and how we could use the survey results to improve our processes. The only action item with respect to this evaluation of the Elements of Decision-Making was for the "Presidents to review their charts in the decision making document." No action was taken at that time on how to improve district processes or how to address and improve the low satisfaction rates on issues dealing with district-to-college decision making (see figures 6, 7, 8, and especially 9 of the Fall 2013 Decision Making survey report). The Elements of Decision Making was discussed again at the September 23, 2014 DCC meeting. The Decision-Making Flowchart will be modified to show the feedback-loops of consultation as requested by the Accreditation Follow-Up Visiting Team (S-88, S-89, S-90, S-91).

Program Review and Perception

There are at least two methods of measuring institutional effectiveness, including the effectiveness of services. Each entity can conduct program review and evaluate its own programs and services. Those on the receiving end of the services can evaluate them as well, usually through surveys and focus groups.

The District Service Offices of KCCD initiated the first data-gathering process for evaluating district services in late fall 2014 called the *District Annual Unit Review (DAUR);* the reviews were due to the Chancellor in mid-December 2014. The DAUR form includes end-user data to get feedback from the end-users at the colleges on the effectiveness of services provided to the colleges by the District Service Offices. No college end-user feedback data were gathered by the December 2014 due date. The last page of the DAUR included a place to record the date it was posted in the Chancellor's Office section of the District's website. The reviews have not yet been shared or posted (S-92).

The 2015—2018 KCCD Strategic Plan includes the vision, values, and mission statements that guide KCCD. The Vision statement focuses on the District being "recognized as an exemplary educational leader." KCCD Values #3 and #4 speak to integrity. Value #3 says, "We promote a climate of trust and accountability through the open sharing of ideas and information." Value #4 says, "We are focused to strive for and meet the highest standards of performance in everything we do." The second Strategic Goal is "Create a collaborative culture and a positive climate" (S-93).

The KCCD Climate Survey Report: 2013 Survey Results with Comparisons to 2011 Climate Survey was discussed extensively at the September 5, 2014 College Council meeting. The report was also on the October 28, 2014 DCC agenda. The integrity measurement for Standard IV.D is addressed in the level of trust question f: "There is trust between employees at the colleges and the district office." Just 27% agreed or strongly agreed in 2011 (N=394), and it dropped to just 24% in 2013 (N=215) (S-94, S-95, S-96).

The *KCCD Climate Survey Report*, 2013 included questions that focused on employees' perception of communication within the District and also their understanding of the College and District decision-making processes. That understanding would be a measure of the effectiveness of communication at the college and between the College and the District Office. The numbers below reflect responses from the 215 Bakersfield College employees who participated in the survey.

- 44% of the respondents marked "agree" or "strongly agree" to this statement: "Relevant information affecting the district as a whole is communicated throughout the district." This is a reduction from 47% in the 2011 survey.
- 62% marked "agree" or "strongly agree" that "I understand the decision making process at my location (college, center, district office)."
- However, only 47% responded that "the decision making process at my location (college, center or district office) is effective."
- Lower yet, only 40% responded that "I understand the decision making process for decisions affecting the district as a whole."
- Lowest of all, only 30% responded that "the district wide decision making process is effective."

Bakersfield College administered an Accreditation Survey in December 2014 to determine perception of effectiveness of services provided by the District to the College. The survey focused on KCCD services and asked participants to respond to the following statement (S-97):

> "The KCCD [insert unit title] Services ensures that the college receives 'effective and adequate district/system provided services' to support 'the college in achieving its mission.' Please share any specific examples."

District Service	Number of responses	Strongly Agree & Agree	Strongly Disagree & Disagree	Neutral or Unable to Evaluate
Chancellor's Office	258	40.3%	27.5%	32.2%
Educational Services	255	38.0%	23.5%	38.5%
Business Services	252	42.1%	19.4%	38.5%
Human Resources	247	35.2%	39.7%	25.1%
Information Technology	247	60.7%	19.9%	19.4%
Facilities	246	48.0%	17.8%	34.2%
Institutional Research	245	31.0%	27.0%	42.0%

Only one district service, Information Technology, had more than 50% agree/strongly agree. Respondents also had the most confidence in their knowledge of Information Technology for district-provided services with the lowest neutral/unable to evaluate of just 19%. Human Resources continues to be an area of concern with 40% disagree/strongly disagree and the second lowest neutral/unable to evaluate (just 25%) of the district provided services.

For comparison purposes, the survey also included seven questions used in the 2011 BC Accreditation Survey. The 2011 survey had 147 responses; the 2014 survey had 270 responses.

The survey allowed the College to gauge the amount of change between the Self Evaluation and the Midterm Report. A significantly large number of people (270) responded with over 70% of them having at least six years' experience in KCCD and over 50% currently serving on college wide committees or councils (S-97).

Statement	Increase	2011 Survey	2014 Survey
The Kern Community College District effectively controls its expenditures	12.2%	39.1%	51.3%
The BC president provides effective leadership	11.7%	72.9%	84.6%
The District clearly delineates the operational functions of the District from those of the colleges	7.0%	43.9%	50.9%
The District and colleges effectively communicate	6.2%	32.4%	39.6%
The District clearly delineates the operational responsibilities and functions of the District	5.7%	41.0%	46.7%
The District provides effective services that support the colleges in their missions and functions	4.8%	46.0%	50.8%
The District and the colleges exchange information in a timely manner	2.6%	33.3%	35.9%

Analysis of responses shows the highest positive response was for the college president's leadership, and positive responses increased for every question (S-98). While the percent of positive responses increased for every question, only four of the seven questions had positive responses over 50% and only one was over 50% in both years.

Over half of respondents to the 2014 survey (51% or 12 percentage points more than the 2011 Employee Accreditation Survey) agreed that the District effectively controls its expenditures. There was a slight increase from the 2011 Accreditation Survey in the number of people who agreed that the District provides effective services that support the colleges in their missions and functions with almost 51% in agreement. Another section of the 2014 survey probed the effectiveness of the services more deeply by asking about the effectiveness of specific departments at the District. This section of the survey showed that respondents were willing to distinguish between effective services and ineffective services. Respondents were very positive about the Information Technology service with over 60% agree/strongly agree and just 19% neutral or unable to evaluate. Almost 40% disagree/strongly disagree that the services provided by Human Resources are effective and just 25% are neutral or unable to evaluate. This negative rating is over twelve percentage points higher than the next highest negative rating for a district-provided service.

There was an increase of six to seven percentage points from the 2011 Employee Accreditation Survey in the number of people who agreed (i.e., strongly agree/agree/slightly agree) that the District clearly delineates the operational

responsibilities and operational functions of the District from those of the colleges. The survey did not ask whether or not the respondents agreed with the delineated responsibilities and functions. There was a slight increase from the 2011 Employee Accreditation Survey in the number of people who agreed that the District provides effective services that support the colleges in their missions and functions with almost 51% in agreement.

Problems remain with effective communication and exchange of information in a timely manner between the District and the College. Although there was slight improvement from the 2011 Employee Accreditation Survey in these measures, the approval rating (i.e., strongly agree/agree/slightly agree) is still below 40%.

Evidence for Standard IV

S-67 A-STEP
S-68 AAMP
S-69 Los Padrinos
S-70 Decision-Making Document
S-71 2015-18 Strategic Directions
S-72 SGA
S-64 Closing the Loop
S-73 College Council Survey
S-74 Core Values
S-75 Renegade Scorecard
S-76 Accreditation Midterm Team
S-77 BC Accreditation Survey 2014
S-78 Board Policy 2 Board of Trustees
S-79 Trustee Evaluation Form
S-80 Board Policy 10 Confidential Management Employees
S-81 KCCD Fast Facts, 2014
S-82 Budget Allocation Funding Model Narrative
S-83 2012 BC Self Evaluation
S-84 HR Planning Matrix in 2013 Follow-Up Report
S-85 KCCD Elements of Decision-Making
S-86 Functional Audit of District Office Services
S-87 DCC minutes, May 22, 2012
S-88 DCC Agenda, November 26, 2013
S-89 DCC Minutes, November 26, 2013
S-90 Fall 2013 Decision-Making Survey Report
S-91 DCC Minutes, September 23, 2014
S-92 District Annual Unit Review
S-93 2015—2018 KCCD Strategic Plan
S-94 KCCD Climate Survey Report 2013,
S-95 CC_Min_09-05-14approved,
S-96 DCC Agenda, October 28, 2014
S-97 2014 BC Accreditation Survey
S-98 Survey Comparison

List of Supporting Evidence

Recommendations

BC1-1 2012-2015 Strategic Plan
BC1-2 Bakersfield College Strategic Focus 2012-13
BC1-3 Strategic Focus 2013-14, updated 8.21.13
BC1-4 2015-18 Strategic Directions for Bakersfield College
BC1-5 Program Review Annual Update
BC1-6 Program Review Comprehensive Review
BC1-7 Professional Development Institute
BC1-8 Renegade Scorecard 2.0
BC1-9 Data Coaches
BC1-10 Accreditation Boot Camp
BC1-11 Accreditation Midterm 2015
BC1-12 KCCD Elements of Decision-Making
BC1-13 KCCD Decision-Making Flowchart
BC1-13a BC-proposed Decision-Making Flowchart
BC1-14 Follow-Up Report, page 13
BC1-15 District Annual Unit Review
BC1-16 BC 2014 Accreditation Survey
BC1-17 Survey Comparison
BC1-18 Closing the Loop, August 2014

BC2-1 Institutional Learning Outcomes
BC2-2 Program Review Annual Update
BC2-3 Comprehensive Program Review
BC2-4 Training sessions with FCDC
BC2-5 Professional Development Institute
BC2-6 Assessment of Critical Thinking at Bakersfield College, July 1, 2015 (draft)

BC3-1 CCA Letter regarding contract interpretation dated 4-18-12
BC3-2 HR letter of agreement dated 5-8-13
BC3-3 FCDC meeting of 10-11-13
BC3-4 FCDC meeting of 3-21-14
BC3-5 FCDC meeting of 8-29-14
BC3-6 Adjunct Faculty Orientation Agenda

BC4-1 Professional Development Survey Results, 2014
BC4-2 Staff Development Report
BC4-3 www.Bakersfieldcollege.edu/employees/professional-development website
BC4-4 PDC minutes dated 12-5-14
BC4-5 Professional Development Report
BC4-6 Professional Development Plan

BC5-1 KCCD District Annual Unit Plan Review
BC5-2 Program Review Annual Update
BC5-3 KCCD Institutional Research
BC5-4 KCCD Climate Survey, 2013
BC5-5 Bakersfield College Human Resources Survey, 2013

BC5-6 2014 Bakersfield College Accreditation Survey

BC6-1 Aera STEM meeting notes 9/23/14
BC6-2 Facilities Master Plan
BC6-3 Project Design Schedule
BC6-4 Facilities Committee Link https://committees.kccd.edu/bc/committee/facilities
BC6-5 Facilities Construction Planning Status
BC6-6 PPR Flow Chart
BC6-7 Facilities Master Plan Addendum dated 04/2014
BC6-8 2015-18 Strategic Directions for Bakersfield College.

BC7-1 2015 Annual Technology Survey (done in March)
BC7-2 May 2014 ISIT Meeting Notes-review of annual survey
BC7-3 Annual Program Review form to demonstrate technology assessment questions
BC7-4 2015 Comprehensive Program Review

BC8-1 Follow-Up Team Report Site Visit Report, page 12
BC8-2 College Council minutes, October 17, 2014
BC8-3 Communications webpage
BC8-4 Ag Summit
BC8-5 Bakersfield College President Named 2014 "Pacesetter of the Year"
BC8-6 2015-18 Strategic Directions for Bakersfield College
BC8-7 Academic Senate Resolution No.1 Commendation of BC President Sonya Christian
BC8-8 Executive Board of the BC Academic Senate Resolution No. 1

District Recommendations

DR1-1 Chancellor's Administrative Council Minutes- (Topic Citations from January 2013 – March 2015)
DR1-2 KCCD Board Policy Review Calendar – January 2013
DR1-3 KCCD Academic Senate Letter & Checklist for Board Policies Review

DR2-1 KCCD Trustee Development Plan & Calendar 2013-2015
DR2-2 New Trustee Orientation Binder (due to size, the binder is located in the Chancellor's office)

DR2-3 Revision of Board Policy 2F
DR2-4 Board Self -Evaluation Instrument
DR2-5 CCLC New Trustee Orientation and Effective Trusteeship Program
DR2-6 Strategic Plan 2015-18
DR2-7 Introduction to Fiscal Responsibilities Handbook
DR2-8 Board Retreat Agendas
DR2-9 KCCD Board Priorities / Chancellor Plan of Work & Goals 2012-14 and 2014-16
DR2-10 Board Meeting Agendas- September 2012- June 2013

DR3-1 KCCD Board Policy 2E - Board Self Evaluation
DR3-2 KCCD Board Policy 2F - Standards of Good Practices
DR3-3 KCCD Board Policy 2G- Statement of Ethics
DR3-4 KCCD Governing Board Self Evaluation Instrument
DR3-5 KCCD Board of Trustees Meeting Minutes (October 2013)

DR4-1 KCCD Consultation Council Basis for Consultation
DR4-2 Kern Community College District- The Elements of Decision-Making-2006
DR4-3 Kern Community College District- The Elements of Decision-Making-2012
DR4-4 Consultation Council Minutes-April 2012 & May 2015
DR4-5 Kern Community College District/CCLC- Participatory Governance Workshop -2013
DR4-6 Kern Community College District- Decision Making Survey -2013
DR4-7 Kern Community College District- The Elements of Decision Making Flowchart 2014-15
DR4-8 Kern Community College District- Improving Trust at KCCD Report on Focus Groups and a Survey Spring 2015
DR4-9 Kern Community College District- Draft of The Elements of Decision-Making Flowchart (June 2015)

Actionable Improvement Plans

AIP1-1 Strategic Directions Approval page
AIP1-2 2015-18 Strategic Directions for Bakersfield College
AIP1-3 Agenda for December 5, 2014 Retreat
AIP1-4 Strategic Focus 2013-14, updated 8.21.13
AIP1-5 Strategic Directions Presentation Scoring 2013-14 Initiatives
AIP1-6 Schedule of Strategic Directions Presentations to College Committees
AIP1-7 Online Survey Results
AIP1-8 Agenda for May 1, 2015 Year-end Review Meeting
AIP1-9 2014 Program Review Annual Summary, Appendices 1 and 2
AIP1-10 Program Review Annual Update
AIP1-11 Program Review Comprehensive Review
AIP1-12 Professional Development Institute
AIP1-13 Renegade Scorecard 2.0, https://www.bakersfieldcollege.edu/scorecard
AIP1-14 Data Coaches
AIP1-15 Accreditation Boot Camp
AIP1-16 Accreditation Midterm 2015
AIP1-17 Follow-Up Report, page 13
AIP1-18 District Annual Unit Review
AIP1-19 BC 2014 Accreditation Survey
AIP1-20 Survey Comparison
AIP1-21 Closing the Loop

AIP2-1 Online Orientation
AIP2-2 Early Alert Email Reminder
AIP2-3 Online Counseling Services
AIP2-4 Assessment for Online Students
AIP2-5 BC-T.I.P.D. Technology Resource Connector

AIP3-1 Facilities Master Plan, page 10
AIP3-2 Educational Master Plan, pages 40-41

AIP4-1 KCCD District Annual Unit Plan Review
AIP4-2 Program Review Annual Update
AIP4-3 KCCD Institutional Research

AIP4-4 KCCD Climate Survey, 2013
AIP4-5 Bakersfield College Human Resources Survey, 2013
AIP4-6 Bakersfield College Human Resource web page
AIP4-7 2014 the Bakersfield College Accreditation Survey
AIP4-8 Academic Senate Resolution No. 5 KCCD Human Resources Hiring Delays

AIP5-1 KCCD Maintenance Portal
AIP5-2 PPR

Appendix A: Eligibility Requirements

ER-1 2014-15 Bakersfield College Catalog, pages noted as appropriate above
ER-2 2014-15 Fall Catalog Addendum
ER-3 The current Mission Statement, to reflect the addition of the Bachelor of Science Degree

Appendix B: Standards

Standard I

S-1 Mission Statement Approval
S-2 2015-18 *Strategic Directions*
S-3 Bakersfield College Renegade Scorecard
S-4 AIQ charge
S-5 Curriculum Workshop
S-6 Analysis of Student Outcomes
S-7 High School Counselors, 2014
S-8 SSSP
S-9 Student Equity Plan
S-10 Making it Happen
S-11 Achieving the Dream data
S-12 Data Coaches
S-13 Decision-Making Document
S-14 Closing the Loop
S-15 2015-16 Bakersfield College Catalog
S-16 Committee websites
S-17 BC's website
S-18 KCCD Climate Survey Report, May 2014
S-19 BC Core Values

Standard II

S-20 Associate Degrees for Transfer
S-21 Annual Program Review
S-22 Comprehensive Program Review
S-23 A-STEP
S-24 Assessment of ILO, Critical Thinking
S-25 *Library 2014-15 Annual Update, p. 5-6*
S-26 *Library Workshop Assessment*
S-27 *Writing Center Spring 2014 Report*
S-28 *Tutoring Center Report*
S-29 *New Technology Implementation Survey*
S-30 *Annual Technology Survey*

S-31 Student Equity and Inclusion
S-32 BC Athletics Department
S-33 Student Government Association
S-34 Mentors
S-35 It's Possible—Outreach
S-36 Student Placement

Standard III

S-37 Board Policy Section 5 Academic Senate and Faculty Employment
S-38 Fun Facts, 2014
S-39 Faculty Contract
S-40 Strategic Focus 2013-14, updated August 2013
S-41 Core Values
S-42 Mission
S-43 Educational Master Plan
S-44 Facilities Master Plan
S-45 M&O Needs Workbook - 2013-14
S-46 College Council Facilities Master Plan Report
S-47 KCCD 5-year Construction Plan
S-48 Facilities Committee
S-49 BC Facility Master Plan Presentation
S-50 Bond Oversight Report
S-51 CCC Prop 39 project allocations 2013-14 FINAL
S-52 Facilities Committee Update 140929.pdf
S-53 College Council 02.07.2014.pdf
S-54 Facilities Planning Construction 2009-2014
S-55 2014-17 three-year technology plan
S-56 2015 APR Technology assessment questions
S-57 2015 3-year Comprehensive Program Review
S-58 Annual Technology survey
S-59 Scheduled monthly downtime dates
S-60 Staff Development activities
S-61 TIPD Web site
S-62 Board Policy Manual section 3E
S-63 2015-18 Strategic Directions for Bakersfield College
S-64 Closing the Loop, 2014
S-65 Budget Development Timeline
S-66 Board Policy Section 3 Business Services

Standard IV

S-67 A-STEP
S-68 AAMP
S-69 Los Padrinos
S-70 Decision-Making Document
S-71 2015-18 Strategic Directions
S-72 SGA
S-64 Closing the Loop
S-73 College Council Survey
S-74 Core Values

S-75 Renegade Scorecard
S-76 Accreditation Midterm Team
S-77 BC Accreditation Survey 2014
S-78 Board Policy 2 Board of Trustees
S-79 Trustee Evaluation Form
S-80 Board Policy 10 Confidential Management Employees