

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

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

Standard I.A – Mission

Standard I.A.1

The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

Evidence of Meeting the Standard

The updated Bakersfield College (BC) mission statement was approved by the Academic Senate, College Council and Board of Trustees in Spring 2015 and reaffirmed by those bodies in Spring 2017. The Bakersfield College Mission Statement is:

“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.”

Analysis and Evaluation

Bakersfield College’s mission statement describes its threefold educational purpose (college degrees, workplace skills, and transfer preparation) and our commitment to providing the diverse students we serve the intellectual skills they will need to thrive in the 21st century. Let’s unpack the mission statement to get a better picture of what we do at Bakersfield College and who we serve.

Intended Student Population

Diverse Economic Backgrounds

Bakersfield College students come from diverse **economic** backgrounds. Approximately 78% of Bakersfield College students receive some form of financial aid. In 2015-16, eligible BC students received more than \$56 million in financial aid through various means, including Board of Governors (BOG) Enrollment Fee Waivers, Cal Grants, CARE Grants, Pell Grants, EOPS Grants, Federal Direct Student Loans, scholarships, work study programs, and several other grants (I.A.1-, IA_FA_2017-CCCCO_doc).

Diverse Cultural Backgrounds

Bakersfield College students come from diverse **cultural** backgrounds. In the 2016-17 academic year, Bakersfield College enrolled 31,302 comprised of the following subpopulations (I.A.1-, IA_BC_2017-enroll-CCCCO_doc):

- 67% Hispanic
- 19% White Non-Hispanic
- 4% African American
- <10% Asian, Filipino, Pacific Islander, and 'Unknown'
- 53% Female; 45% Male; <2% 'Unknown'
- 69% <25 years old; 13% 25-29 years old; 18% >29 years old

Diverse Educational Backgrounds

Bakersfield College students come from diverse **educational** backgrounds. In 2016-17, BC students were included the following (I.A.1-, IA_BC_2017-enroll-CCCCO_doc):

- 16% First-Time Students
- 2% First-Time Transfer Students
- 15% Returning Students
- 56% Continuing Students
- 11% Special Admittance Students
- 54% First-Generation Students (based upon parents attending some college); approximately 80% of parents have not completed a college degree. In rural areas of Kern County such as Lamont and Arvin, the percentage of First Generation students leaps up to 97% (IA1, AIQ_9_27_17_email).

In Spring 2017, BC enrolled 691 Inmate Scholars in 29 sections, as well as 2,797 dual enrolled high school students in 147 sections (I.A.1-, IA_AIQ_9_5_17_eml).

Types of Degrees and Other Credentials

Bakersfield College delivers an extensive set of undergraduate programs and learning opportunities for students to earn degrees, certificates, and/or credentials in a wide range of academic disciplines, career and technical education programs, and basic-skills education. BC currently offers 111 academic programs approved the California Community Colleges Chancellor's Office, including 29 transfer degrees (ADTs), as well as 39 AA/AS degrees and 43 Certificates of Achievement. Of these programs, 76 are identified as career and technical education (CTE) programs (I.A.1-, IA_AIQ_9_5_17_eml).

Bakersfield College's baccalaureate degree program (Bachelor of Science in Industrial Automation) began offering courses in the fall 2016 semester. The scope of the Industrial Automation program extends beyond the institution's previously-identified credentials. The purpose of the baccalaureate degree program in Industrial Automation aligns with the spirit of Bakersfield College's mission. The institutional mission statement was revised in 2015 to specifically denote the College's authority to confer baccalaureate degrees (I.A.1-, IA_BC_BS-Ind-Automat_web; <https://www.bakersfieldcollege.edu/industrial-automation>).

Our Commitment to Student Learning and Student Achievement

Rigorous Learning Environment

Bakersfield College's learning environment is **rigorous**. Bakersfield College students receive educational experiences that prepare them for the next level of study in their selected academic program, for transfer, or for workforce preparation. In 2015-2016, 1055 students transferred from BC (721 to CSUs, 56 to UCs, 87 to in-state private colleges, and 191 to out of state colleges). In the Fall 2017, more than 1,000 transferred to CSU Bakersfield. Students who pursued only two or fewer CTE classes at BC (Skills

Builders), realized an average wage increase of 34.9% the following year. The median wage of Registered Nursing graduates is \$76,383 and Machining and Machine Tool graduates \$73,512 (I.A.1-, IA_AIQ_9_5_17_eml).

Bakersfield College faculty ensure learning happens through the establishment and regular assessment of Student Learning Outcomes (SLOs) and continuous professional development directed toward enhancing student learning, student achievement and student success. SLOs are included in all instructional syllabi and are mapped to the Program Level Outcomes (PLOs) and BC's Institutional Learning Outcomes (ILOs) through the annual program review process.

Supportive Learning Environment

Bakersfield College's learning environment is *supportive*. Because a very large proportion of our students are First Generation college students, Bakersfield College is implementing the Guided Pathways system-wide framework to make sure our students have the support they need to get on the appropriate pathway and stay on that pathway toward completion of their degree, certificate, or transfer goals.

As will be described more fully in other parts of our Institutional Self Evaluation Report, we are working closely with our feeder high school systems to improve their students' college preparedness and honoring that high school work through the use of multiple-measures assessment to more accurately place our students at the correct college-readiness level. The multiple-measures assessment uses their high school GPA and grades in key classes along with the traditional placement exam. Other examples of our partnerships with high schools include: Dual enrollment courses offered in conjunction with various feeder high schools; the Rural Initiatives Distance Education (R.I.D.E.) that offers college-level instruction to high school students through live broadcast technologies; and acceptance of Advanced Placement credits (I.A.1-, IA_BC_CCCCO-APpolicy_doc and IA_CAT_APcred-CLEPcred_doc).

To help our students get on the appropriate pathway we have greatly increased our outreach and orientation work to the high schools since our last accreditation self-evaluation. One of our most successful orientation programs is Summer Bridge. Summer Bridge is a one-day orientation program for first-year students. During this interactive day, students will engage with faculty one-on-one and in group settings, tour the BC campus with experienced and knowledgeable student mentors, and participate in hands-on activities that orient them to the freshmen experience. In this way, students learn about the academic and student services resources that Bakersfield College offers and experience them first hand (I.A.1-, IA_BC_SumrBridg_web; <https://www.bakersfieldcollege.edu/sse/bridge-to-BC>).

To help our students stay on their pathway, we have developed many academic support services that will be described more fully in other parts of our Institutional Self Evaluation Report. Briefly, these academic support services include: Extend the Classroom that uses peer mentor student workers to help students with particular academic skills in sessions immediately following regular class instruction, Supplemental Instruction that also uses peer mentor student workers in group tutoring sessions, Student Success Computer Lab, Library Research Services, the Writing Center, Assistive Technology Program, Tutoring Center, ESL Tutoring, the Children's Center, the Counseling and Transfer Center, Career Center, Job Placement, Workforce Internship Program, the Levan Center for the Humanities, and the Levan Institute for Lifelong Learning (I.A.1-, IA_CAT_2017-18_doc). In addition, we offer dual

enrollment courses in conjunction with various feeder high schools and an Inmate Education program for incarcerated individuals at select facilities (I.A.1-, IA_DUAL_5_3_17_newsletr_doc).

BC's rigorous and supportive learning environment ensures that student will attain our four ILOs that are described in the last sentence of the mission statement. Upon completion of an associate degree at Bakersfield College, students will:

- Think critically and evaluate sources and information for validity and usefulness.
- Communicate effectively in both written and oral forms.
- Demonstrate competency in a field of knowledge or with job-related skills.
- Engage productively in all levels of society—inter-personal, community, the state and nation, and the world.

By ensuring clear mapping and alignment between all SLOs at the course level and the College's four Institutional Learning Outcomes, BC is able to assess and monitor students' attainment of ILOs. Furthermore, transfer rates and job placement data provide concrete evidence of students' attainment and practical application of ILOs. For example, in a national survey among two-year colleges, Bakersfield College ranked sixth for producing the highest value-added benefit to students' education with respect to mid-career earnings (I.A.1-, IA_AIQ_BrookingsRank_doc).

The College meets Standard I.A.1.

List of Evidence

Mission Approval Academic Senate (I.A.1_AS_mtg_3_25_15_min) * (get minutes, not agenda)

Mission Approval College Council (I.A.1_CC_mtg_3_20_15_min) *

Mission Approval Board of Trustees (I.A.1_BOT_mtg_5_17_15_min) *

Mission Reaffirmed by Academic Senate (I.A.1_AS_mtg_3_8_17_min) *

Mission Reaffirmed by College Council, March 17, 2017 (I.A.1_CC_mtg_3_17_17_min) *

Bakersfield College Financial Aid Statistics (IA_FA_2017-CCCCO_doc)

Bakersfield College Student Enrollment Statistics (IA_BC_2017-enroll-CCCCO_doc)

Accreditation Snippet #1 (IA_AIQ_9_5_17_eml)

Bakersfield College Catalog (IA_CAT_2017-18_doc)

Advanced Placement credit CCCCCO memo (IA_BC_CCCCCO-APpolicy_doc)

Brookings Institute Report (IA_AIQ_BrookingsRank_doc)

Advanced Placement + CLEP BC policy in Catalog (IA_CAT_APcred-CLEPcred_doc)

Bakersfield College Baccalaureate Webpage Screenshot (I.A.1_BC_baccalaureatte_web_screenshot)

Summer Bridge homepage screenshot (IA_BC_SumrBridg_web)

Dual Enrollment Handout for Kern Promise May 3, 2017 (IA_DUAL_5_3_17_newsletr_doc)

Standard I.A.2

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

Evidence of Meeting the Standard

Bakersfield College determines how effectively it is accomplishing its mission through the use of data organized through four distinct data strands: 1. Student Learning; 2. Student Achievement; 3. Operational data; and 4. Perception data. These strands provide organization to the College's Strategic Directions document that gives the institutional priorities all tied to our Mission Statement (I.A.2, IA_BC_2015-18_strat_dir). The Bakersfield College Renegade Scorecard (<https://www.bakersfieldcollege.edu/scorecard>), which is organized by the four data strands has been integrated with the Strategic Directions document since 2015. Through the Renegade Scorecard, Bakersfield College provides publicly-accessible institutional data and information pertaining to student enrollment, student achievement, student engagement, student equity outcomes, and other key indicators of institutional effectiveness.

In 2016, Bakersfield College established an Office of Institutional Effectiveness (OIE) staffed by a dedicated Educational Administrator (Dean), College Researcher, Research Analyst, an Executive Secretary, and Data Coaches (link to <https://www.bakersfieldcollege.edu/scorecard/office-of-institutional-effectiveness>). Data Coaches are employees from all levels and classifications (faculty, classified, administration) who are trained in how to access the various institutional data sources to help committees, completion coaching teams, instructional and student services departments, and other groups get the high quality data they need in their planning and decision-making processes (link to <https://www.bakersfieldcollege.edu/reports/data-coaching>).

The primary duties of the Office of Institutional Effectiveness include responsibility for institutional research, integrated planning, and assessing critical institutional metrics. The OIE team is proficient in quantitative and qualitative analysis of data, and is supported by KCCD's Office of Institutional Research, which is comprised of a Director and Research Analysts (link to <https://www.kccd.edu/institutional-research>).

Analysis and Evaluation

The Renegade Scorecard gives student achievement data for degree, certificate, and transfer completion; course success rates; and progression for the past three to five years disaggregated in various ways for us to measure how effectively we're enabling our students from diverse economic, cultural, and educational backgrounds to achieve their educational goals. The data are disaggregated by ethnicity, gender, and college readiness (prepared vs. remedial). The Renegade Scorecard also includes data from our administration of the Community College Survey of Student Engagement (CCSSE) that includes measures of critical thinking in our coursework. Our analysis of and desire to dramatically improve our progression and completion rates for the first-generation students who make up the vast majority of our students led Bakersfield College to restructure its system and become a Guided Pathways college.

Strategic Directions

Bakersfield College reviews and revises the institution's priorities every three years. We call them Strategic Goals or Strategic Directions. The current Strategic Directions (Goals) are for 2015-2018. The

first two Bakersfield College Strategic Directions are explicitly directed at meeting the educational needs of students. They are: Student Learning and Student Progression & Completion. Our Strategic Direction website at <https://www.bakersfieldcollege.edu/scorecard/strategic-directions> gives the specific goals and action plans in those strategic directions for the next three years as well as the status of our progress to meeting those goals. The specific goals were created as a result of our analysis of data in the Renegade Scorecard and workforce needs. Our Student Learning strategic direction originally contained eighteen goals with action plans to improve student learning for all groups of our students. Those eighteen goals can be grouped into all four pillars of Guided Pathways: clarifying the steps of the pathways, helping students enter the appropriate pathway that matches their interests and skills, providing the extra support the students need to stay on their pathway, and all the while ensuring that college-level learning is happening. The twenty-five specific goals in our Student Progression & Completion strategic direction show that our current systemic restructuring is focused on the middle two pillars of Guided Pathways: entering the path and staying on the path.

The Strategic Directions website shows how the other three strategic directions—Facilities, Oversight & Accountability, Leadership & Engagement—all support the primary directions of student learning and student progression & completion. The Facilities strategic direction contained eighteen specific goals to create a safe and enjoyable learning environment for the twenty-first century. The Oversight & Accountability strategic direction contained specific goals with action plans to keep us on track to improve student learning and completion rates and that we get the needed resources to achieve our mission.

The Leadership & Engagement strategic direction contained seventeen action plans toward strengthening the leadership skills of all employees and students and their engagement with the life of the college outside the classroom and in the community as stated in our ILOs. As part of holding ourselves accountable, we gave scoring icons next to the specific goals to quickly give the current status of our progress in meeting the specific goals. One particularly successful goal in the Leadership & Engagement strategic goal was the passage of the half billion dollar bond in November 2016.

Continued monitoring of our effectiveness of meeting our mission at the institutional level leads us to modify, delete, or add specific goals in our Strategic Directions. Committees and other work groups create their own group's goals in the first month of the new academic year, map those to the Strategic Directions and do mid-year updates of them in the spring semester. These committee and work group goals are shown on the Strategic Directions website in the section called "Additional Goals". The loss of some key personnel and restructuring of our web content team has made us fall behind in organizing the original goals and additional goals in the past two years into a coherent presentation and posting the updated scoring on the website. Monitoring of the effectiveness of meeting our mission also occurs at the program level. This will be described in our response to Standard I.A.3 below.

Our baccalaureate program (Bachelor of Science in Industrial Automation) follows the institutional processes of program review, assessment of learning outcomes, and alignment with the strategic directions of the college. The initial cohort of students for the upper division baccalaureate program was admitted in Fall 2016. Program faculty developed an assessment plan and completed assessments of the junior level courses offered (I.A.2_PRC_2015-16_BSIA_APR, and I.A.2_PRC_2016-17_BSIA_APR).

The College meets Standard I.A.2

List of Evidence

College Council minutes of mission reaffirmation (I.A.2_CC_mtg_3_17_17_min)
Academic Senate minutes of mission reaffirmation (I.A.2_AS_mtg_3_8_17_min)
Opening Day Presentations (I.A.2_OP_Opening&Closing day_archive_web)
President's Blog (I.A.2_OP_blog_web)
Professional Development at BC 2013-2017 (I.A.2_Learn at BC history)
Meta-analysis by data coaches on Learn @ BC (I.A.2 Learn@BC Meta_analysis)
College Council Evaluation Survey Analysis 2015-16 a& 2016-17 (I.A.2._CC_survey_analysis_doc)
Admin Council webpage with agendas/Retreats/Workplans (I.A.2.ADMC_web)
Data Coaches Webpage (I.A.2_DC_2017_web)
Program Review Manual (I.A.2_PRC_doc_2017_handbook)
Student Learning Outcomes Assessments (I.A.2, IA_AC_2016_accjc_report)
Educational Master Plan (I.A.2, IA_BC_2016-17_emp)
Student Success & Support Program (I.A.2, IA_SSEC_doc_2015_sssp)
2015-18 Student Equity Plan (I.A.2, IA_SSEC_doc_2015_sep)
Strategic Directions (I.A.2, IA_BC_2015-18_strat_dir)
State of College Report (I.A.2, OP_BC_2016_state)
Closing the Loop Document (I.A.2, OP_BC_2017_ctl)
2015-16 Program Review Document for BSIA (I.A.2_PRC_2015-16_BSIA_APR)
2016-17 Program Review Document for BSIA (I.A.2_PRC_2016-17_BSIA_APR).

Standard I.A.3

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

Evidence of Meeting the Standard

Institutional and program data are collected and analyzed as part of the annual Program Review and other planning processes. Results from these processes inform the decision-making process related to resource requests, such as personnel, fiscal, facility, and technology requests for program growth and improvement. Individual departments, programs, committees, and work groups show connections to Bakersfield College's mission in their annual program reviews (I.A.3-, IA_PRC_doc_2017_handbook).

Analysis and Evaluation

Perhaps the clearest illustration of the alignment of our programs and services to our mission and how the mission guides our decision-making, planning and resource allocation, is Bakersfield College's annual Program Review process. Our baccalaureate program in Industrial Automation follows the same program review process (I.A.3-, I.A.2_PRC_2016-17_BSIA_APR). The first question on the Program Review Form asks how the given program supports the Bakersfield College mission. Another section of the Program Review Form has the program show how each program goal links to one or more of the institutional goals from the Bakersfield College Strategic Plan. Another section of the Program Review Form, the program must analyze the trend data from the last five years to see if there are any unexpected changes or challenges encountered by the program and to explain how the trend data impacted the decision-making process for the program. In yet another section of the Program Review Form, the program must justify the effectiveness of their resource request (personnel, technology, equipment, facilities, etc.) for student success. Other forms used in the program review process for requesting personnel have explicit instructions for tying the position request to the College Strategic Goals (link to <https://committees.kccd.edu/bc/committee/programreview>).

In culmination of the program review process, the College President's office creates an annual report showing how resource allocation is connected to the strategic goals of the college. Beginning in Spring 2013 with the first "Closing the Loop" document, this document serves as a tool to reflect on the progress of the strategic goals and to calibrate the activities of Bakersfield College. This document is the result of the work of several governance and campus-wide committees' efforts along with the responsible lead administrator. It is a compilation of metrics showing results. The Closing the Loop document shows the integration of the budget with our planning and how the resource allocation enables us to meet our mission (I.A.3-, IA_CL_CTLv13-06Jul17_doc).

In Spring 2017, Bakersfield College released the Educational Master Plan (EMP) 2017-2020 that shows how we will operationalize the Strategic Directions through the work of our degree/certificate programs, committees and other work groups. The EMP 2017-2020 shows how we are answering two big questions for our future: (1) how will we continue to meet the growing needs of a community characterized by many students that live between financial and education resource gaps; and (2) how will we maintain rigor while increasing timely completion and valuing each student's goals and life challenges? This will be done by embarking on a systemic Guided Pathways redesign of how we guide students to complete their educational goals (I.A.3-, I.A.1_BC_2017-2020_EMP).

The College meets Standard I.A.3.

List of Evidence

Program Review Handbook for 2017 (I.A.3-, IA_PRC_doc_2017_handbook)

Baccalaureate in Industrial Automation Program Review Annual Update (I.A.3-, I.A.2_PRC_2016-17_BSIA_APR)

Closing the Loop Document Spring 2017 (I.A.3-, IA_CL_CTLv13-06Jul17_doc)

Education Master Plan for 2017-2020 (I.A.3-, I.A.1_BC_2017-2020_EMP)

Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

Bakersfield College publishes the mission statement in a variety of college documents and online venues, including the Bakersfield College Catalog (I.A.4-, IA_BC_2016-17_catalog), the Educational Master Plan (I.A.4-, I.A.1_BC_2017-2020_EMP), the Student Handbook (link to <http://globaldatebooksonline.com/flipbooks/bak/>), and the Faculty Handbook (I.A.4, IA_BC_2015_fac_handbook), all of which are publically-accessible on the Bakersfield College website (link to www.BakersfieldCollege.edu). BC's mission statement is also posted in conspicuous locations throughout the Panorama and Delano campuses; it can be found multiple times in larger building complexes.

College Council reviews and reaffirms our mission statement annually. Every two to three years the Mission Review Team carries out an in-depth study and evaluation of our mission statement getting input from all employee groups and students. The most recent comprehensive review was in Spring 2017.

Analysis and Evaluation

The Bakersfield College mission statement is published widely in various modalities, whether hardcopy in internal college documents and in print media for the general public or virtually in our online presence. Not surprisingly in this digital age, significantly more people have read our mission statement on the website than in any other modality: almost 75% on the web vs. the next highest place (the BC catalog) at 50% (I.A.4-, IA_AIQ_3_9_17_miss_surv).

Since the last ACCJC accreditation visit, Bakersfield College has undertaken a comprehensive review of our mission statement two times led by the Mission Review Team, in the 2014-15 and in the 2016-17 academic years. These comprehensive reviews ensure that our mission statement remains relevant, accurate, and effective. The last modifications to our mission statement included BC's updated Institutional Learning Outcomes and our addition of the baccalaureate degree (Bachelor of Science in Industrial Automation). The Kern Community College Board of Trustees adopted the current mission statement on May 17, 2015 (I.A.4-, IA_BOT_mtg_5_17_17_mtg).

The most recent comprehensive review of our mission statement was in March 2017. The Mission Review Team administered a survey to all BC employees and student representatives. Survey responses indicated strong alignment between the College's mission and its stated mission (i.e., student learning, student progression and completion, a positive learning environment, and student engagement). Over 90% of respondents were able to indicate how they incorporate BC's mission into their daily work.

The College meets Standard I.A.3.

List of Evidence

2016-17 Bakersfield College Catalog (I.A.4, IA_BC_2016-17_catalog)
BC Educational Master Plan (I.A.4, IA_BC_2014-17_emp
BC Faculty Handbook (I.A.4, IA_BC_2015_fac_handbook)

KCCD Board Trustees Meeting Minutes (I.A.4., IA_BOT_mtg_5_17_17_mtg)
BC Mission Statement Survey Results (I.A.4., IA_AIQ_3_9_17_miss_surv)
BC Mission Statement Survey Content Analysis (I.A.4., IA_AIQ_3_9_17_surv_analysis)

Standard I.A Team

Emmanuel Mourtzanos	Dean of Instruction – Administrative Co-Lead
David Koeth	Professor of Art – Faculty Co-Lead
Kimberly Bligh	Professor of Academic Development
Nicky Damania	Director of Student Life
Regina Hukill	Professor of Math
Odella Johnson	Professor of Academic Development
Nancy Perkins	Professor of Allied Health (Radiation Technology)
Nick Strobel	Professor of Physical Science (Astronomy), Planetarium Director
Jahnea Palfrey	Department Assistant, Counseling
Matthew Frazier (2016- 17)	Student Representative, Student Government Assoc. President
James Tompkins (2017- 18)	Student Representative, Student Government Senator