Standard II: Student Learning Programs and Support Service

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A.1 – Instructional Programs

Standard II.A.1

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

Evidence of Meeting the Standard

The first sentence of Bakersfield College's mission statement gives the three major areas for which we offer instructional programs: Associate and Baccalaureate degrees and certificates, workplace skills (career and technical education), and transfer to four-year schools. These three areas in our mission statement match the language of this accreditation standard. In addition, the second sentence of our mission statement identifies the institutional learning outcomes we want our students to achieve: "think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world." How we ensure our instructional programs are consistent with our mission and that we are continually evaluating the achievement of our students is through the intentional design of the regular, ongoing work of our committees. Through our curriculum review process of the Curriculum Committee, we ensure that the instructional programs we offer at our various locations, whether they are face-to-face, distance education, or a hybrid of these, are consistent with our mission statement, meet all legal mandates and accreditation requirements, and that they are of a rigor appropriate to higher education (II.A.1-, IIA_CRC_RoleCharge_web). Through our annual program review process, we evaluate how well our students are attaining their educational goals, the student learning outcomes, and achieving the skills they need for what follows the program: either employment or transfer on to other higher education programs (II.A.1-, IIA_PRC_17ProgRevHndbk_doc). In addition, our institution-set standards for student achievement include metrics for course success rates; transfer level milestones of first and second year English and Math; Skills Builders, degree, certificate & transfer outcomes, licensing pass rates in allied health fields, and our job placement rates. These are updated every semester and posted on the publicly-accessible Renegade Scorecard website (II.A.1-, IIA_RS_ScorecardHome_web).

Analysis and Evaluation

Course Outline of Record

Bakersfield College used Curricunet for our curriculum tracking and approval platform through Spring 2017 and then transitioned to eLumen in Fall 2017. In the Bakersfield College Course Outline of Record

(COR), faculty must state how the course meets one or more of the core mission areas of the College. In Curricunet this is section 18 "Core Mission Applicability" part of the COR and the possible choices are consistent with our mission: Associate Degree Applicable (AA/AS); Certificate of Achievement (COA); CSU Transfer; Career Technical Education (CTE); UC Transfer; and Job Skills Certificate (II.A.1-, IIA_CRC_ExampleCORSCNET_doc). The evidence file contains examples of CORs in Curricunet for courses in programs leading to a local associate degree, an associate degree for transfer, a certificate of achievement, and a job skills certificate. In the 2017-18 academic year we moved our curriculum information to eLumen. Section 4 "Associated Programs" of the COR in eLumen includes the Baccalaureate Degree in addition to the choices already listed (II.A.1-, IIA_CRC_eLumenCOR_doc). The COR found in Curricunet and eLumen both include course level student learning outcomes.

Program of Study Template
The curriculum form for instructional programs in Curricunet required information about how the program fits our mission (II.A.1-, IIA_CRC_ExampleProgCNET_doc). The evidence file contains example Program of Study forms in Curricunet that span the type of instructional programs we offer: an associate degree for transfer, a local associate degree, a certificate of achievement, and a job skills certificate. Item 4 "Master Planning" of the Program Template form that is used in eLumen makes the connection between the program and our mission even clearer (II.A.1-, IIA_CRC_eLumenProgTemp_doc). The program template form we used in Curricunet and the one we are now using in eLumen ensure that we have identified the program level student learning outcomes. Curriculum review at the course and program level occurs every six years (three years for career-technical education courses) to ensure that course material is current and that programs remain relevant to larger state and national trends in education and careers (II.A.1-, IIA_CRC_Minutes-16Feb17_mtg, IIA_ADC_BSIA09Dec16Min_mtg).

Transparent Work of Committees for Assessment and Evaluation
We describe in our responses to Standards I.A and I.B how the work of the Program Review Committee, Assessment Committee, and Accreditation & Institutional Quality Committee ensures that we are regularly and systematically assessing student learning outcomes (course, program, and institutional levels) and evaluating how well we are enabling our students to achieve degrees, certificates, employment, or transfer to other higher education programs. As we describe in our response to Standard I.C, the assessments of student learning outcomes and evaluation of student achievement are all posted on public websites to assure the clarity, accuracy and integrity of the information related to our mission statement, learning outcomes, educational programs, and student support services (II.A.1-, IIA_AC_AssessCommHome_web). Student achievement of program learning outcomes is assessed through capstone course assessment, as well as through the mapping of course-level student learning outcomes to program level outcomes (II.A.1-, IIA_AC_CSLO2ILO-mapping_doc, IIA_AC_17ACCJC-AnnRep_doc).

Guided Pathways to Ensure Program Completion
Our analysis of the student progression, completion and transfer rates along with the realization that the great majority of our students are First Generation college students led us to restructure our system to become a Guided Pathways college (II.A.1-, IIA_IR_TenYrDegAward16_doc, IIA_IR_CrsBk-5yrSucRet_doc, IIA_IR_TenYrTransfr16_doc). Today's students find the traditional model confusing and extremely frustrating because they do not have the family history knowledge of how to choose an appropriate pathway and stay on that pathway toward completion of the program (II.A.1-, IIA_PW_WhyGPSRstrmApr17_doc). Through targeted tracking and the development of completion coaching communities, we will be able to provide the additional support our students need. The completion coaching communities composed of faculty and staff will track students' progress toward their degree or certificate and provide the nudges and guidance at the right time along the pathway.

Baccalaureate Degree

The Bachelor of Science in Industrial Automation is consistent with our mission of providing workplace skills in technical careers for which there is increasing student and employer demand. There has been a growth of enrollment in the lower division Electronics Technology courses that are prerequisite to the upper division Industrial Automation program. From 2012 to 2016, enrollment in Electronics Technology courses increased 69% and students declaring Electronics Technology as a major increased 47% (II.A.1-, IIA_IR_ELET-PRDataF16_doc). Labor market data from the California Employment Development Department show that there will be increased demand over the next ten years for occupations supported by our baccalaureate degree program (II.A.1-, IIA_BC_LMI-BacDegProj_doc). Curriculum developed for the upper division coursework was designed for a combination of various delivery modalities with 55% of the courses approved to be taught fully online, 45% approved to be taught in a hybrid learning environment and all courses approved for face to face instruction (II.A.1-, IIA_BC_BSIndAut-Curric_web).

The College meets Standard II.A.1.

Note that the ACCJC Criteria lists will be removed from the final report

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *All course and program offerings align with the stated mission of the institution.*

- *The institution assesses whether students progress through and complete degrees and certificates, gain employment, and/or transfer to four-year institutions.*

- *The institution evaluates student progress and outcomes and uses results for course and program improvements for all locations and means of delivery.*

- *All Programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes.*

For institutions with a baccalaureate degree:

- *The baccalaureate degree field of study aligns with the institutional mission.*

- *Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.*

List of Evidence
IIA_CRC_RoleCharge_web
IIA_PRC_17ProgRevHndbk_doc
IIA_RS_ScorecardHome_web
IIA_CRC_ExampleCORSCNET_doc
IIA_CRC_eLumenCOR_doc
IIA_CRC_ExampleProgCNET_doc
IIA_CRC_eLumenProgTemp_doc
IIA_CRC_Minutes-16Feb17_mtg
IIA_ADC_BSIA09Dec16Min_mtg
IIA_AC_AssessCommHome_web
IIA_AC_CSLO2ILO-mapping_doc
IIA_AC_17ACCJC-AnnRep_doc
IIA_IR_TenYrDegAward16_doc

IIA_IR_CrsBk-5yrSucRet_doc
IIA_IR_TenYrTransfr16_doc
IIA_PW_WhyGPSRstrmApr17_doc
IIA_IR_ELET-PRDataF16_doc
IIA_BC_LMI-BacDegProj_doc
IIA_BC_BSIndAut-Curric_web

Standard II.A.2

Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

Bakersfield College faculty ensure that the content and methods of instruction are of a high quality and rigor expected of a higher education institution that has been educating its citizens for over a century through a multi-pronged approach: professional development workshops (II.A.2-, IIA_PD_Home_web), regular evaluation of faculty by their peers (II.A.2-, IIA_CCA_Arts467-FrmsBCQ_doc), a systematic and regular curriculum review process (II.A.2-, IIA_CRC_PCAH-CurHdbk_doc), and an annual program review process that covers all college programs (II.A.2-, IIA_PRC_17ProgRevHndbk_doc). In our analysis and evaluation below, we will show how faculty use these avenues of discussing the craft of teaching to assure currency, improve teaching and learning strategies and promote student success.

Analysis and Evaluation

Professional Development

Our first Strategic Direction is Student Learning. Because we are committed to providing a holistic education that develops curiosity, inquiry, and empowered learners, effective pedagogy is the focus of all faculty development and training. The recently-created Academic Technology Department, led by the Dean of Academic Technology, is charged with strategic and instructional leadership of technology and professional development efforts on campus (II.A.2-, IIA_EMP_SecXIV-AcadTech_doc). The Academic Technology Department integrates effective pedagogy with every seminar and activity. This ensures that no technology or tool for teaching is taught in isolation from good teaching practice. All new faculty are required to participate in the New Faculty Seminar in their first year of teaching at Bakersfield College (II.A.2-, IIA_PD_NewFacSem1718_doc). The New Faculty Seminar in a monthly half-day set of seminars that provide ample opportunity to discuss, share, and learn about effective teaching practices from each other and veteran teachers. Other workshops and institutes are held throughout the year for all faculty to discuss and develop the craft of teaching today's students (II.A.2-, IIA_PD_2017-18workshops_doc).

We have adopted the course quality guidelines and rubric from the California Community Colleges' Online Education Initiative (II.A.2-, IIA_PD_OEI-Rubric4Crses_doc). The Online Education Initiative guides are integrated into our faculty development and training for instruction where technology is used, whether it be distance education or face-to-face. The Academic Senate has endorsed this measure of quality for online courses and for websites used in face-to-face classes as well (II.A.2-, IIA_AS_22Mar17Mins_mtg).

Peer Faculty Evaluation

Bakersfield College follows a systematic, standardized evaluation schedule and procedures for all faculty (full-time and adjunct) laid out in the faculty contract "Agreement between the KCCD and KCCD CCA/CTA/NEA" to ensure that both the content and methods of instruction meet academic and professional expectations. Article four of the faculty contract covers professional expectations that include maintaining currency in the subject matter, instructing courses with college-level rigor, and using appropriate instructional technology to enhance student learning and access. Articles six and seven describe the systematic and regular peer-evaluation process we use (for full-time and adjunct faculty, respectively) to assure currency, improve teaching and learning strategies, and promote student

success. Full time faculty are evaluated in each of their first four years, and once every three years following the granting of tenure. Part time faculty are evaluated in their first semester teaching, and every three years thereafter.

The evaluation process includes a time for the faculty member to reflect upon their goals and accomplishments in a variety of areas, the top three of which include in-class teaching/counseling/support service, curriculum review/development, and educational research activity, and share that with one or more faculty members on their evaluation committee. The faculty member being evaluated must also include a brief narrative of how they assess their student learning outcomes. In the "Comprehensive Evaluation" mode, faculty members on the evaluation committee will critique the syllabus of a class that they will be observing as part of the evaluation process. The classroom observation includes several items under the headings of: structure and goals, behaviors of the instructor, faculty and student rapport, and professional expertise. At the end of the evaluation process, the evaluation committee will meet with the faculty member to discuss the student evaluations, classroom observations and dialog about the teaching methodologies used in the courses and student performance.

Systematic and Regular Curriculum Review
Every course is reviewed every six years (three years for CTE courses) by the Curriculum Committee using the systematic review process described in the Program and Course Approval Handbook from the CCCCO's Division of Academic Affairs. Included in the items of the Course Outline of Record that are reviewed and approved by the Curriculum Committee are the course student learning outcomes, course objectives, methods of instruction, methods of evaluation, and the topical outline (II.A.2-, IIA_CRC_eLumenCOR_doc). This regular review ensures that course topics are kept current, that the learning outcomes are relevant and appropriate, and that the methods of instruction and evaluation will enable the students to meet the learning outcomes. Although the curriculum review is usually straightforward and routine, when the situation warrants there are discussions about effective practices in a given course to ensure effective teaching methodologies and that the students will be able to achieve the learning outcomes (II.A.2-, IIA_CRC_19Oct17Mins_mtg, IIA_CRC_02Nov17Mins_mtg).

Annual Program Review
Bakersfield College has a mature and thorough program review process for all instructional programs (whether collegiate or developmental, transfer or career-technical education, etc.), student support services, and an increasing number of its administrative services. We describe in our responses to Standards I.A and I.B how the work of the Program Review Committee, Assessment Committee, and Accreditation & Institutional Quality Committee ensure that the annual program review process includes assessment of relevant and appropriate learning outcomes, planning for the future, and that program goals and needs are tied to institutional planning and resource allocation. Although this accreditation standard focuses on the instructional programs, our program review forms are used for student support services and administrative services as well (II.A.2-, IIA_PRC_AnnSum_01Dec16_doc, IIA_PRC_AnnSum-07Dec17_doc).

The program review forms ensure that we include all items required of the accreditation standards. For Standard II.A.2, these include the following:
- Every program's goals must align closely to the College's goals and goal statements describe the expected performance of the student or specific behaviors expected from graduates of the program.
- An analysis of the program's trend data that includes reporting on unexpected changes or challenges encountered in the past year, how the trend data impact the decision-making

process for the program, changes to student success and retention for face-to-face, as well as online/distance courses, and changes to student demographics.

- The Assessment Report form that measures program outcomes in order to improve student learning includes a reporting on how the outcomes assessment results inform program planning, how the Program Learning Outcomes align with the Institutional Leaning Outcomes, and how faculty engaged in collegial dialog about student learning outcomes.

The program review forms filled out by the instructional programs, student support services, and administrative services are posted on the publicly-accessible Program Review Committee website (II.A.2-, IIA_PRC_Homepage_web) and the Assessment Report forms are posted on the publicly-accessible Assessment Committee website (II.A.2-, IIA_AC_AssessCommHome_web). Both of these committees work with the Accreditation and Institutional Quality Committee to get a college-wide view of how we're doing and determine what in our systems need to be changed or added to improve student learning and achievement (II.A.2-, IIA_AIQ_Homepage_web). All three committees report regularly to College Council for further evaluation and feedback. With the "Closing the Loop", the College President's office explains how it translated the student learning and support needs identified from the program review, and personnel, facility, & technology requests into changes in practice at the college-wide level (if necessary) as well as the allocation of resources and how that allocation of resources enables us to meet our mission (II.A.2-, IIA_CL_CTLv13-06Jul17_doc).

The College meets Standard II.A.2.

<< From the Guide for Evaluating Instituitons from ACCJC>> Criteria:
- *Faculty are encouraged to discuss the relationship between teaching methodologies and student performance on a regular basis.*
- *Criteria used in program review include relevancy, appropriateness, achievement of learning outcomes, currency, and planning for the future.*
- *The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.) and modality.*
- *The results of program review are used in institutional planning. Program improvements have occurred as a result of the consideration of program review.*

List of Evidence
IIA_PD_Home_web
IIA_CCA_Arts467-FrmsBCQ_doc
IIA_CRC_PCAH-CurHdbk_doc
IIA_PRC_17ProgRevHndbk_doc
IIA_EMP_SecXIV-AcadTech_doc
IIA_PD_NewFacSem1718_doc
IIA_PD_2017-18workshops_doc
IIA_PD_OEI-Rubric4Crses_doc
IIA_AS_22Mar17Mins_mtg
IIA_CRC_eLumenCOR_doc
IIA_CRC_19Oct17Mins_mtg
IIA_CRC_02Nov17Mins_mtg
IIA_PRC_AnnSum_01Dec16_doc
IIA_PRC_AnnSum-07Dec17_doc

IIA_PRC_Homepage_web
IIA_AC_AssessCommHome_web
IIA_AIQ_Homepage_web
IIA_CL_CTLv13-06Jul17_doc

Standard II.A.3 – Instructional Programs

Standard II.A.3

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

Evidence of Meeting the Standard

Bakersfield College's Assessment Committee is the primary agent responsible for ensuring we have defined and are assessing student learning outcomes for all of our courses, programs (including our baccalaureate degree), and institutional levels (II.A.3-, IIA_AC_AssessCommHome_web). The Assessment Committee works with the Curriculum Committee to ensure that all Course Outlines of Records (CORs) have appropriate student learning outcomes (II.A.3-, IIA_CRC_eLumenCOR_doc). The Assessment Committee works with the Program Review Committee to ensure that program learning outcomes are assessed as part of the program review process (II.A.3-, IIA_PRC_17ProgRevHndbk_doc). The Faculty Handbook states that the course syllabus must include the course's student learning outcomes and the faculty evaluation process includes an examination of the syllabus (II.A.3-, IIA_BC_FacultyHandbook_doc, IIA_CCA_Arts467-FrmsBCQ_doc).

Analysis and Evaluation

As described in our response to Standard I.B, the intentional design of our formal structure ensures that there is dialog among the faculty about the creation, updating, and assessing of learning outcomes at the course, program, and institutional levels. The Curriculum Committee has COR and Program templates forms that all faculty must use to ensure we have all of the information required by legal mandate and accreditation. Section twelve of the Bakersfield College COR template in eLumen is where Course Objectives and Course Student Learning Outcomes (SLOs) are listed. Item 1 of the Program Template form in eLumen is where the Program Learning Outcomes (PLOs) are listed (II.A.3-, IIA_CRC_eLumenProgTemp_doc).

Bakersfield College has mapped all of its course level SLOs to its PLOs and the Institutional Learning Outcomes as well as the General Education SLOs where appropriate (II.A.3-, IIA_AC_CSLO2ILO-mapping_doc). Program level student learning assessment data are gathered in the fall as part of the program review process (II.A.3-, IIA_PRC_AssessFrm-2017_doc). Course level student learning outcomes assessment data are gathered regularly such that every SLO in a course is assessed within a six-year cycle. Course level SLOs and PLO assessment data and analysis are posted on the Assessment Committee's website for *all* programs at Bakersfield College, including our baccalaureate degree (II.A.3-, IIA_AC_SLO-Checklist_doc, IIA_AC_PLO-Checklist_doc).

Page fourteen of the Faculty Handbook notes the importance of the course syllabus for the student and the faculty member stating that it is "a contract between the student and the faculty member. As such, the faculty member should be careful to be both clear and specific as to what is expected of the student in the course and of what the student may expect from the faculty member. In this manner the syllabus will determine the rights and duties of both the student and the faculty member." The Faculty Handbook gives a list of required elements for the syllabus and "course objectives/Student learning outcomes" is the second item in the list.

Every semester our instructional deans require all instructional faculty to submit copies of the syllabi the faculty have distributed to their students for that semester. In addition to the annual reporting of the

learning outcome assessment described above, the faculty evaluation process includes a brief narrative of the assessment of the student learning outcomes for the courses they teach and the faculty evaluation committee members review each course syllabus to verify they contain the items listed in the Faculty Handbook.

The College meets Standard II.A.3.

<<ACCJC Criteria from Guide for Evaluating Institutions

- *Assessment results for learning outcomes, for all courses and programs inclusive of all modalities, are used in course and program review.*

- *All syllabi include student learning outcomes.*

- *Institutions have structures in place to verify all students receive a course syllabus.*

For institutions with a baccalaureate degree:

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

List of Evidence
IIA_AC_AssessCommHome_web
IIA_CRC_eLumenCOR_doc
IIA_PRC_17ProgRevHndbk_doc
IIA_BC_FacultyHandbook_doc
IIA_CCA_Arts467-FrmsBCQ_doc
IIA_CRC_eLumenProgTemp_doc
IIA_AC_CSLO2ILO-mapping_doc
IIA_PRC_AssessFrm-2017_doc
IIA_AC_SLO-Checklist_doc
IIA_AC_PLO-Checklist_doc

Standard II.A.4

If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Bakersfield College offers both pre-collegiate and collegiate level curriculum. The two levels of curriculum are clearly designated in the Course Outline of Record (COR) reviewed and approved by the Curriculum Committee using a systematic curriculum review process (II.A.4-, IIA_CRC_eLumenCOR_doc, IIA_CRC_RoleCharge_web, IIA_CRC_PCAH-CurHdbk_doc). The distinction between the two levels are communicated to the students via the Bakersfield College Catalog and Schedule of Classes (II.A.4-, IIA_CAT_PreCollPathway_doc, IIA_CAT_GeneralInfo_doc, IIA_CAT_PreCollCourses_doc, IIA_BC_ClassSchedule_web). The link between the pre-collegiate and collegiate curriculum is based on content review by the faculty subject-matter experts, so that the pre-collegiate courses build to smooth transitions to collegiate courses, ensuring that students will succeed in the collegiate courses (II.A.4-, IIA_CRC_Chrg-ContentRev_web).

A holistic approach to pre-collegiate education at Bakersfield College includes student placement into Math and English pre-collegiate courses using multiple measures, curriculum development of pre-collegiate courses approved through our curriculum review process, and scheduling of pre-collegiate class sections to meet student needs. This is successfully achieved through collaboration between the Assessment and Curriculum Committees, and Enrollment Services.

Analysis and Evaluation

Curriculum Types

The curriculum and offerings at Bakersfield College are shaped by a number of factors. Each type of program and offering is driven by data and an assessment of need related to that area gained through dialog with constituent groups and historical research support provided by the Kern Community College District Institutional Research and by our own Institutional Effectiveness Office. Pre-collegiate courses are developed as a response to dialog with our local high schools as well as student needs revealed by our own data and assessment testing and placement using multiple measures. For community education, the Levan Institute for Lifelong Learning at Bakersfield College offers several classes each month for community members, and determines the schedule of classes using community feedback (II.A.4-, IIA_BC_LevanInstitute_web). Our Career and Technical Education departments maintain close ties to the community industries that they support. These departments often use advisory committee meetings to inform and guide curricular decisions (II.A.4-, IIA_ADC_BSIA09Dec16Min_mtg). The evidence file is an example advisory committee meeting for our Bachelor of Science in Industrial Automation. Our dialog with members of local industry often result in identifying needs that can be met through short-term training or contract education. Finally, collegial dialog with other colleges and universities help guide our curricular development. Through articulation and following the C-ID patterns, our courses are linked to other similar courses at other institutions, increasing the value of our courses to our students.

Establishing and Evaluating Types of Courses and Programs

Bakersfield College has a well-established process for curriculum review and development. The Curriculum Committee is a sub-committee of the Academic Senate that ensures that curriculum is consistent with the mission of the college, addresses the needs of students and the community, and meets the requirements of law and regulation. Bakersfield College used Curricunet for our curriculum

tracking and approval platform from Fall 2010 through Spring 2017 and then transitioned to eLumen in Fall 2017. The eLumen platform will also house our assessment and program review data. The change from Curricunet to eLumen did not change the review process nor the standards for curriculum approval. The criteria for the evaluation of curriculum come from Education Code, State Chancellor's Office and local governance (II.A.4-, IIA_AS_CrseDevPolicies_doc). The standardization of the curriculum review for every piece of curriculum is ensured through the implementation of templates in the curriculum platform that prompt users for the type of data required by the process.

Delivery Mode and Locations of Courses and Programs

The determination of delivery mode for each course is integrated into our curriculum review and approval process. As a result, every course is specifically evaluated for delivery in a variety of modalities (face-to-face, distance education, or a hybrid of these) at the curricular level. This evaluation includes a statement of rigor which addresses the need for equivalent rigor across modalities, and a statement addressing regular, effective contact in distance education as required by Title 5 regulations. << will need to verify this happens in eLumen process>> Credit type and appropriate hours are determined by state standards and integrated into the curriculum review and approval process. Our scheduling process ensures that classes are scheduled in appropriate locations and meet the standards of distance education delivery where applicable.

Alignment of Pre-Collegiate and College-Level Curriculum

The alignment of pre-collegiate curriculum with our college-level curriculum ensures continuity and higher rates of success for our students as they move from pre-collegiate courses into college-level work. This alignment is also integrated with our curriculum approval process in section eight "Requisites" of the COR in our curriculum platform. These recommendations (advisories) and requirements (co-requisites and pre-requisites) are validated through dialog between subject-matter faculty and our Academic Development faculty using standardized content review forms to ensure a smooth transition for our students between the pre-collegiate courses and the college-level courses. This assessment often includes links between pre-collegiate Math or English classes and classes in other disciplines that require college-level English or Math skills.

The College meets Standard II.A.4.

<<ACCJC criteria:

- *Criteria and processes have been developed and are used for decision-making in regards to offering developmental, pre-collegiate, continuing and community education, study abroad, short-term training, or contract education.*

- *The institution has a process for establishing and evaluating each type of course and program.*

- *The college has a process and criteria for determining the appropriate credit type, delivery mode, and location of its courses and programs. It communicates this information to current and prospective students.*

- *There is alignment between pre-collegiate level curriculum and college level curriculum in order to ensure clear and efficient pathways for students. >>*

List of Evidence
IIA_CRC_eLumenCOR_doc
IIA_CRC_RoleCharge_web
IIA_CRC_PCAH-CurHdbk_doc

IIA_CAT_PreCollPathway_doc
IIA_CAT_GeneralInfo_doc
IIA_CAT_PreCollCourses_doc
IIA_BC_ClassSchedule_web
IIA_CRC_Chrg-ContentRev_web
IIA_BC_LevanInstitute_web
IIA_ADC_BSIA09Dec16Min_mtg
IIA_AS_CrseDevPolicies_doc

Standard II.A.5 – Instructional Programs

Standard II.A.5

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

Evidence of Meeting the Standard

Bakersfield College follows all legal mandates and guidelines for curriculum review and approval stipulated in California Education Code, Title 5 regulations, federal regulations, Program and Course Approval Handbook (PCAH) from the California Community Colleges Chancellor's Office Division of Academic Affairs (II.A.5-, IIA_CRC_PCAH-CurHdbk_doc) and the Academic Senate of California Community Colleges publications, "The Curriculum Committee" and "Ensuring Effective Curriculum Approval Processes" (II.A.5-, IIA_AS_ASCCC-CurComm_doc, IIA_AS_ASCCC-EffCurApp_doc). Our Career and Technical Education departments maintain close ties to the community industries that they support to ensure that courses also satisfy industry needs and standards. Because curriculum development and approval is one of the primary responsibilities of faculty, our faculty ensure both academic quality and rigor across all subject areas through a thorough curriculum review and approval process of the Curriculum Committee, a sub-committee of our Academic Senate (II.A.5-, IIA_CRC_RoleCharge_web, IIA_CRC_TrainingF17_doc, IIA_FCDC_CRC-Train_doc). The curriculum review and approval process uses standardized templates and forms in our curriculum warehousing platform to ensure that all standards, policies, and procedures are enforced through the curriculum approval process (II.A.5-, IIA_CRC_eLumenCOR_doc, IIA_CRC_eLumenProgTemp_doc, IIA_CRC_ExampleCORSCNET_doc, IIA_CRC_ExampleProgCNET_doc).

Analysis and Evaluation

Bakersfield College approves all courses and programs through an established systematic curriculum process. Bakersfield College follows the associate degree requirements and guidelines in Section 55063 of the Title 5 California Code of Regulations which states that the associate degree must be composed of a minimum of 60 units, of which at least 18 units must be in the major area or emphasis and at least 18 units are in a General Education courses package that includes natural sciences, social and behavioral sciences, humanities, and language and rationality (II.A.5-, IIA_BC_Sec55063-Title5_doc).

Our associate's degrees require the completion of a general education pattern; either the Bakersfield College General Education Pattern, the California State University (CSU) General Education Breadth, or the Intersegmental General Education Transfer Curriculum. The Bakersfield College General Education Pattern covers the following five subject areas: Communication in the English Language (6 units); the Physical Universe and Life Forms (6 units); Arts, Literature, Philosophy and Foreign Language (3 units); Social, Political, Legal and Economic Institution and Behavior, Historical Background (9 units AA, 6 units AS); and Lifelong Understanding and Self Development (4 units). Our students who complete these requirements have an introduction to the major areas of knowledge, including demonstrated competence in reading, writing, and computational skills. We also require our 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 (II.A.5-, IIA_CAT_GradGenEd_doc).

Students in the Industrial Automation Baccalaureate Degree must complete the CSU General Education Breadth pattern. The baccalaureate degree also has specific prerequisite lower division courses, particularly the electronics courses. The unit distribution for lower and upper division units is as follows:

- lower division GE: 41
- lower division technical: 19
- upper division GE: 9
- upper division technical: 51

The number of units required by the lower and upper division coursework meets the minimum requirements of 120 units with over 40 semester upper division units in the major and nine upper division general education units. The course numbering for disciplines in the upper division courses all use three digits of the form CRSE B1xx while the lower division courses in those disciplines use just one or two digits of the form CRSE Bx or CRSE Bxx. The Course Outlines of Records for the upper division courses in our baccalaureate degree show that the students will be expected to work, think, and analyze at the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level (II.A.5-, IIA_CAT_BSIA-fullplan_doc, IIA_BSIA_ProgStudy_doc, IIA_BC_BSIndAut-Curric_web).

The College meets Standard II.A.5.

<<ACCJC criteria: Evaluation Criteria:

- *The institution demonstrates the quality of its instruction by following practices common to American higher education and has policies and procedures in place to define these practices.*

- *The college follows established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program it offers.*

  For institutions with a baccalaureate degree:

- *A minimum of 40 semester credits or equivalent or total upper division coursework, including the major and general education, is required.*

- *The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.*

- *The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level.*

- *Student expectations, including learning outcomes, assignments, and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.*

- *The program length and delivery mode of instruction are appropriate for the expected level of rigor. >>*

List of Evidence
IIA_CRC_PCAH-CurHdbk_doc
IIA_AS_ASCCC-CurComm_doc
IIA_AS_ASCCC-EffCurApp_doc
IIA_CRC_RoleCharge_web
IIA_CRC_TrainingF17_doc
IIA_FCDC_CRC-Train_doc

IIA_CRC_eLumenCOR_doc
IIA_CRC_eLumenProgTemp_doc
IIA_CRC_ExampleCORSCNET_doc
IIA_CRC_ExampleProgCNET_doc
IIA_BC_Sec55063-Title5_doc
IIA_CAT_GradGenEd_doc
IIA_CAT_BSIA-fullplan_doc
IIA_BSIA_ProgStudy_doc
IIA_BC_BSIndAut-Curric_web

Standard II.A.6 – Instructional Programs

Standard II.A.6

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

Evidence of Meeting the Standard

Bakersfield College schedules all degree and certificate courses in a manner that enables all students to complete their program within a reasonable timeframe for that program: one year for a certificate, two years for the associate degrees, and four years for the baccalaureate degree. All academic programs, including the baccalaureate degree, must list the semester by semester sequence of all courses needed for the program (prerequisite, general education, and major) in item 3 of the Program Template used by the Curriculum Committee (II.A.6-, IIA_CRC_eLumenProgTemp_doc). That course sequence is used to create the Student Educational Plan for the program. Counselors and educational advisors assist students in the development of Student Educational Plans that not only assist students in realizing which courses to take each semester but also provide guidance to the College for understanding which courses to schedule each semester (II.A.6-, IIA_CNSL_CSEPtemplate_doc, IIA_CNSL_StudEdPlan_web).

Bakersfield College has used a block schedule since 2010 to provide our students the best opportunity to create a class schedule that meets their needs with the least amount of overlap and unused time between classes (II.A.6-, IIA_BC_BlockSchedul2010_doc). Our baccalaureate degree uses the same block schedule. Distance education classes are offered in many subjects and high demand courses to provide additional options and flexible scheduling for our students (II.A.6-, IIA_BC_ClassSchedule_web, IIA_BC_BanwebClasSched_web). We analyze waitlist and fill rates to measure student demand and make appropriate adjustments in the scheduling of courses.

Department faculty in consultation with the area dean create a preliminary master schedule using the waitlist and fill rate analysis and program course sequence needs. Department chairs and deans collaborate in the recruitment and screening of adjunct faculty in order to meet the instructional demands for their areas. The Enrollment Management Committee also makes recommendations for the addition of sections based on trend data and current demand throughout the registration period (II.A.6-, IIA_EMC_28Sep17Mins_mtg).

Analysis and Evaluation

The course sequence in the Program Template used by the Curriculum Committee ensures that we create a reasonable and effective distribution of general education, prerequisite, and major courses in all the semesters of the program, including our baccalaureate degree. The Baccalaureate degree in Industrial Automation Program Template has a four-semester course sequence for the lower-division coursework and a four-semester course sequence for the upper-division coursework with fifteen units each semester (II.A.6-, IIA_BSIA_ProgStudy_doc).

Bakersfield College is a member of the original Pathways Project of the American Association of Community Colleges and spearheaded the creation of the California Guided Pathways Project (II.A.6-, IIA_BC_AACCPathwyHome_web, IIA_OP_CAPathways_web). Both Pathways Projects prompt the tracking of momentum points—factors that play a significant role in the timely graduation of students. Three of the early momentum points include:

- Enrolling in and completing 15 units or more in the first semester.
- Enrolling in and completing 30 units or more in the first year.
- Completing both Math and English requirements in the first year.

Since students who achieve these momentum points show a significantly higher rate of degree completion within a targeted timeframe (two years to complete an Associate degree, for example), we have begun tracking the momentum points at a student level through completion coaching communities and notifying students who show indication of missing these momentum points (IIA.6-, IIA_PW_BC-ImplmentHome_web, IIA_EMP_GPSatBC_doc). The Guided Pathways System makes the students more aware of their own educational journey by clarifying the entire pathway, including learning outcomes and needed skills for every step of the course sequence in the pathway from college admission to their eventual career. The Student Educational Plans, software tools such as DegreeWorks (II.A.6-, IIA_BC_MyDegreePathXmp_web), and targeted nudges and interventions by the completion coaching communities enhance student awareness of what they need and that impacts the choices they make which in turn impacts the scheduling of the courses to meet student demand. The complex task of scheduling employs the focused attention of department faculty, deans, and the Enrollment Management Committee, who are informed by data gathered from BC's course scheduling system, as well as BC's completion coaching communities through the Guided Pathways System.

The College meets Standard II.A.6.

<<ACCJC Evaluation Criteria:

- *The institution evaluates the effectiveness of learning at each level of a course sequence or program.*

- *The institution schedules classes in alignment with student needs and program pathways, allowing students to complete programs within a reasonable period of time.*

- *The institution uses data to evaluate the degree to which scheduling facilitates completion for their diverse students' needs.*

  For institutions with a baccalaureate degree:

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

List of Evidence
IIA_CRC_eLumenProgTemp_doc
IIA_CNSL_CSEPtemplate_doc
IIA_CNSL_StudEdPlan_web
IIA_BC_BlockSchedul2010_doc
IIA_BC_ClassSchedule_web
IIA_BC_BanwebClasSched_web
IIA_EMC_28Sep17Mins_mtg
IIA_BSIA_ProgStudy_doc
IIA_BC_AACCPathwyHome_web
IIA_OP_CAPathways_web
IIA_PW_BC-ImplmentHome_web
IIA_EMP_GPSatBC_doc
IIA_BC_MyDegreePathXmp_web

Standard II.A.7 – Instructional Programs
Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
Delivery Modes for a Diverse Student Body and Evaluation of Delivery Modes

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. Therefore, we employ several modes of delivery to meet the needs of this diverse student body: interactive television, online, face-to-face, and hybrids of these (II.A.7-, IIA_BC_ClassSchedule_web, IIA_BC_BanwebClassSched_web). As described above in our response to II.A.6, we assess the need for each delivery mode on an ongoing basis, adding course sections of different delivery modes to address student demand (II.A.7-, IIA_EMP_DistEdActivity_doc). Our Enrollment Management Committee makes recommendations from its college-wide view of enrollment trends, waitlists, and fill rates (II.A.7-, IIA_EMC_28Sep17Mins_mtg, IIA_EMC_26Oct17Mins_mtg).

In response to changing student need, the Curriculum Committee approved 92 courses for distance education delivery modes in Fall 2017 (II.A.7-, IIA_CRC_DE-ApprovalsF17_doc). Bakersfield College applied for membership in the Online Education Initiative consortium in Spring 2018 with a special focus on student equity and improving access to culturally responsive teaching for our students (II.A.7-, IIA_DE_OEI-LetterIntrst_doc). We regularly review our distance education performance to ensure progression in key data points, including success and retention (II.A.7-, IIA_KCCD_DE-Report17_doc, IIA_KCCD_BOTagndDE-Rep_mtg). Distance education performance is included in the data faculty use for their analyses in our annual program review process described in our response to Standard I.B. The Crop Science program review data given as evidence is an example of the data provided to programs from the KCCD Institutional Research Office (II.A.7-, IIA_IR_ExamplePRData1718_doc).

Teaching Methodologies and Student Performance

Bakersfield College employs a variety of teaching methodologies in order to meet the diverse and changing needs of our students. We offer courses in compressed as well as regular, semester-length formats, allowing students to move at speeds that contribute to their success (II.A.7-, IIA_IR_BahrNewEngMath16_doc). Workshops and institutes are held throughout the year for all faculty to discuss research-based, modern teaching techniques effective with today's students (II.A.7-, IIA_PD_2017-18workshops_doc). In our response to Standard II.A.2, we describe the discussions about the relationship between teaching methodologies and student performance in the Curriculum Committee curriculum review process and in the faculty evaluation process.

Multiple Ways of Assessing Student Learning

Faculty list the variety of ways they assess student learning in their courses in section 11 of the Course Outline of Record (II.A.7-, IIA_CRC_eLumenCOR_doc, IIA_CRC_ExmplSec11CORs_doc). The second evidence file gives a sampling of the multiple ways we assess student learning in our courses. Assessment reports posted on the Assessment Committee website show the multiple ways course student learning outcomes and program learning outcomes are assessed at Bakersfield College (II.A.7-, IIA_AC_AssessCommHome_web).

Meeting the Needs and Learning Styles of Our Diverse Students

Our learning support services allow all of our students the opportunity to receive the help that they need according to their specific individual needs (II.A.7-, IIA_BC_FreeHelpList_doc). These services cut across all student groups and learning styles: Counseling, Tutoring, Writing Center, Math Learning Center, and Academic Development classes (II.A.7-, IIA_CNSL_Home-scrnsht_web, IIA_TC_Homepage_web, IIA_WC_Homepage_web, IIA_ML_Home-scrnsht_web, IIA_CAT_ACDV-CrsDesctns_doc). Our response to Standard II.B describes our learning support services in greater detail.

Bakersfield College also identifies student groups who are underserved or have unique needs, and offers specialized programs to support these students and help them achieve success according to their needs as a group. Disabled Students' Programs and Services (DSP&S) provides help with support services like counseling and registration, as well as testing and assessment of special needs and assistance with communicating these needs to their instructors. The DSP&S Department also assists students in the scheduling and arrangement of specific assistance in their classes, such as sign interpreters or note takers (II.A.7-, IIA_DSPS_Home-scrnsht_web). Other programs are offered to meet the needs of Veterans, African American students, Hispanic students in STEM, and students with financial difficulties (II.A.7-, IIA_BC_VeteranSvcHome_web, IIA_AAI_homepage_web, IIA_STEM_MESA-Home_web, IIA_EOPS_Home-scrnsht_web). In our response to Standard I.B.6 we describe the allocation of resources we instituted to close the gap of math remediation for African American, Hispanic, and older returning adults.

Analysis and Evaluation

Delivery Modes for a Diverse Student Body and Evaluation of Delivery Modes

Bakersfield College effectively uses its modes of course delivery to meet the needs of students. This is ensured by the curricular decisions to approve a higher percentage of courses over time, and by the scheduling process that employs waitlist and fill rate data and faculty input to ensure alignment between course offerings and the changing needs of students. Our movement to join the Online Education Initiative Consortium will enhance our ability to be flexible and meet the needs of our students. The expansion of online offerings will provide more opportunities for enrollment in some classes that have been difficult to fill without additional student enrollments from outside the college. Interactive Television courses are used to expand the reach of both traditional face-to-face courses as well as dual enrollment courses, opening opportunities for students to complete coursework.

Teaching Methodologies and Assessing Student Performance

Bakersfield College makes an intentional effort to provide faculty with opportunities to enhance their teaching methodologies through professional development seminars and the adoption of new teaching tools and technologies. The Academic Technology Department offers several workshops each month, scheduled at a variety of times and on different days of the week, in order to maximize faculty involvement. To incentivize faculty involvement in these workshops, they can be used to satisfy the 24-hour faculty FLEX requirement. The Academic Technology Department integrates effective pedagogy with every seminar and activity. This ensures that no technology or tool for teaching is taught in isolation from good teaching practice. Faculty use many ways of assessing student learning and these assessments are posted on the publicly and easily-accessible Assessment Committee website to enhance the dialog among faculty about assessment and improving learning.

Guided Pathways to Meet the Needs and Learning Styles of Our Diverse Students

Our analysis of the student progression, completion and transfer rates along with the realization that the great majority of our students are First Generation college students led us to restructure our system to become a Guided Pathways college. An added bonus of the college Guided Pathways

System (GPS) is that it empowers a wider range of students to explore higher education because it makes the journey less intimidating. As part of our implementation of the college GPS, we have divided our 30,000+ student body into smaller, more manageable groups based on their declared major to make individual students become more visible (II.A.7-, IIA_PW_Teams-matrix_doc). Students are also grouped into affinity groups based on other distinguishing factors such as financial aid status, ethnicity, and other factors that might indicate a need for specialized student support. The students in each group are tracked by a completion coaching community composed of faculty and staff to monitor the students' progress toward their degree or certificate and provide the nudges and guidance at the right time along the pathway. These nudges will ensure that the students achieve the "momentum points" described above in our response to Standard II.A.6 and thereby significantly increase their chances of completing their program (II.A.7-, IIA_EMP_GPSatBC_doc). By making the individual students become more visible with the major clusters and affinity groups, we expect that the students will feel more empowered to take advantage of the particular support service that specifically meets their unique needs from among the full complement of learning support services we offer. Our research shows that our early implementation of the college GPS is already closing the gap of student success in the Math gateway course and it has mitigated the gap in the English gateway course for our African American and Hispanic students. Bakersfield College effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

The College meets Standard II.A.7.

<<ACCJC Evaluation Criteria:

The institution demonstrates it understands and is meeting the needs and learning styles of its students, by identifying students by subpopulations. `-- see the programs we created for sub-populations in IB.6`

The institution has established multiple ways of assessing student learning.

The institution has established protocols to determine the appropriate delivery modes for its diverse student populations. `-- see also IB.5 crop science program review data example`

Faculty regularly discuss the relationship between teaching methodologies and student performance. – note that this criterion is also in II.A.2 and you touch on methodologies in faculty evaluation and Curriculum Committee discussions

The college regularly evaluates the effectiveness of its delivery modes and uses results to guide improvements.>>

List of Evidence
IIA_BC_ClassSchedule_web
IIA_BC_BanwebClasSched_web
IIA_EMP_DistEdActivity_doc
IIA_EMC_28Sep17Mins_mtg
IIA_EMC_26Oct17Mins_mtg
IIA_CRC_DE-ApprovalsF17_doc
IIA_DE_OEI-LetterIntrst_doc
IIA_KCCD_DE-Report17_doc
IIA_KCCD_BOTagndDE-Rep_mtg
IIA_IR_ExamplePRData1718_doc

IIA_IR_BahrNewEngMath16_doc
IIA_PD_2017-18workshops_doc
IIA_CRC_eLumenCOR_doc
IIA_CRC_ExmplSec11CORs_doc
IIA_AC_AssessCommHome_web
IIA_BC_FreeHelpList_doc
IIA_CNSL_Home-scrnsht_web
IIA_TC_Homepage_web
IIA_WC_Homepage_web
IIA_ML_Home-scrnsht_web
IIA_CAT_ACDV-CrsDesctns_doc
IIA_DSPS_Home-scrnsht_web
IIA_BC_VeteranSvcHome_web
IIA_AAI_homepage_web
IIA_STEM_MESA-Home_web
IIA_EOPS_Home-scrnsht_web
IIA_PW_Teams-matrix_doc
IIA_EMP_GPSatBC_doc

Standard II.A.8 – Instructional Programs

Standard II.A.8

The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Bakersfield College does not use any department-wide course and/or program examinations. Some CTE programs offer students the opportunity to attempt industry-specific qualifying exams for certification or licensure. These exams are optional and do not affect students' grades. These exams are administered by an external entity or agency that is responsible for the validity and reliability of the exams.

The determination of course prerequisites at Bakersfield College is an embedded part of the curriculum development and review process by the Curriculum Committee, a sub-committee of the Academic Senate (II.A.8-, IIA_CRC_Chrg-ContentRev_web). The Curriculum Committee has created content review forms to standardize the placement of appropriate prerequisites on a course and posted them on the publicly-accessible Curriculum Committee website. In our content review process for prerequisites, faculty with subject matter expertise validate the specific requirements for listing a course as a prerequisite by labeling student learning outcomes from the intended prerequisite course on a scale from 1 (not relevant) to 5 (critically relevant) as they relate to likely student success in the target course (II.A.8-, IIA_CRC_ContRev-Course_doc). Three faculty raters are used to ensure sufficient accuracy and the ratings are averaged to determine the applicability of the intended prerequisite course to the target course. The outcome of the content review process can be a required prerequisite, a recommended prerequisite (advisory), or a non-affirmation of the prerequisite course. We use a similar content review process to determine the minimum levels of reading, English, and Math proficiency needed for the course after a dialog between the target course faculty and the English, Math, or Academic Development faculty (II.A.8-, IIA_CRC_ContRev-RdWrMa_doc). The result of the content review analysis is given in section 8 Requisites of our Course Outline of Record (COR) (II.A.8-, IIA_CRC_eLumenCOR_doc). Faculty list the variety of ways they assess student learning in their courses in section 11 of the COR and they must attach an example of a critical thinking assignment to the COR.

Bakersfield College has significantly emphasized a student's prior learning in our placement process with Multiple Measures for all students since Fall 2014. While multiple measures usually use high school GPA and the student's last Math or English course, we also include military credit, AP and CLEP test results for placement and in some instances, course credit (II.A.8-, IIA_EMP_MultiMeasResrch_doc, IIA_AR_CLEP-2018_web).

Bakersfield College has established several protocols and measures to standardize the measures of student learning across courses and departments. In our faculty evaluation process, faculty present their course syllabi to their evaluation committee who check the syllabus for a number of required elements, including course student learning outcomes and adherence to the published course outline (II.A.8-, IIA_CCA_Arts467-FrmsBCQ_doc). The faculty member being evaluated must also include a brief narrative of how they assess their student learning outcomes along with sample assignments. Every semester our instructional deans require all instructional faculty to submit copies of the syllabi the faculty have distributed to their students for that semester.

Analysis and Evaluation

Bakersfield College uses several institution-wide standards and procedures to ensure that examinations and measures of learning are fair and consistently applied across courses and across the college. This

increases reliability and validity, and reduces the possibility of disproportionate impact on specific subgroups of students. How these standards and procedures increase reliability and validity include:

- The centralization of the content review procedures with the Curriculum Committee and the use of rubrics following CB21 guidelines (II.A.8-, IIA_CRC_Engl-CB21rubric_doc) ensures that we apply the basic reading, English and Math prerequisites levels evenly across all target courses and disciplines.
- The multiple measures placement method has been shown to be more accurate than the use of test scores alone (II.A.8-, IIA_IR_MultiMeasWPapr15_doc). Students may move multiple levels beyond the assessment test placement. In some cases, students have moved up four levels which leads to a question about the reliability of a single test as a measure. Since multiple measures was introduced at Bakersfield College, students have completed college-level Math and English at higher rates. Furthermore, we are closing the gap of student success in the Math gateway course and we have mitigated the gap in the English gateway course for our African American and Hispanic students (II.A.8-, IIA_EMP_GPSatBC_doc).
- Our policy of using AP and CLEP tests gives students a standardized, unbiased opportunity to receive credit for prior learning at Bakersfield College, which may be applied toward the completion of a Bakersfield College program.
- Our faculty evaluation process ensures that each individual faculty member's participation in assessment efforts is coordinated with the department, promoting standardization across class sections taught by the department.

The College meets Standard II.A.8.

<<ACCJC Evaluation Criteria:

- *Programs and departments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.*

- *If appropriate, programs and departments have protocols to evaluate students' prior learning.*

- *The institution has established protocols to ensure the use of unbiased, valid measures of student learning.>>*

List of Evidence
IIA_CRC_Chrg-ContentRev_web
IIA_CRC_ContRev-Course_doc
IIA_CRC_ContRev-RdWrMa_doc
IIA_CRC_eLumenCOR_doc
IIA_EMP_MultiMeasResrch_doc
IIA_AR_CLEP-2018_web
IIA_CCA_Arts467-FrmsBCQ_doc
IIA_CRC_Engl-CB21rubric_doc
IIA_IR_MultiMeasWPapr15_doc
IIA_EMP_GPSatBC_doc

Standard II.A.9 – Instructional Programs

Standard II.A.9

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

Evidence of Meeting the Standard

The Bakersfield College Catalog states the criteria for evaluating student learning and awarding course credit (II.A.9-, IIA_CAT_AcademicInfo_doc). The criteria for course credit for all of our courses, including the upper division courses in our baccalaureate program, reflect Board Policy and are in line with Title 5 regulations (II.A.9-, IIA_KCCD_BP4_doc). Student evaluation processes, grading criteria, and student learning outcomes are published in the Course Outline of Record and appear in course syllabi (II.A.9-, IIA_CRC_eLumenCOR_doc, IIA_BC_AstrB1-SyllabS17_doc, IIA_BC_EngrB45SyllabF16_doc). The evidence files include examples of course syllabi, one for Astronomy B1 and another for Engineering B45. Our faculty conduct ongoing assessment of the learning outcomes, regularly report assessments of the learning outcomes to the Assessment Committee, and the assessment reports are posted on the publicly-accessible Assessment Committee website (II.A.9-, IIA_AC_AutoB1 AssessS16_doc, IIA_AC_AssessCommHome_web). Faculty ensure that the course content and outcomes are aligned in their own courses (II.A.9-, IIA_BC_Assign2SLOxmpl_doc). When a new course is entered into the curriculum management system (Curricunet up to Spring 2017 and eLumen starting in Fall 2017), the clock to credit hours are automatically calculated for the course (II.A.9-, IIA_CRC_Clk2Credit-Cnet_doc).

The Bakersfield College Catalog states the requirements for the awarding of degrees and certificates (II.A.9-, IIA_CAT_ProgramsStudy_doc). The Catalog details student achievement requirements for all degree and certificate programs including our baccalaureate degree and the listed requirements include minimum competencies in reading, grade point average requirements, and courses needed for specific fields of study. This includes our baccalaureate degree (II.A.9-, IIA_BSIA_ProgStudy_doc).

Analysis and Evaluation

Bakersfield College awards academic credit according to established and accepted standards in higher education, which are enforced and approved during the curriculum review and approval process of the Curriculum Committee (II.A.9-, IIA_CRC_PCAH-CurHdbk_doc). The publicly-accessible Course Outlines of Record demonstrate that we follow Federal standards for clock-to-credit-hour conversions in the awarding of credit. Student learning outcomes are developed and approved during the curriculum approval process by the faculty in each department, and reviewed through coordination between the Curriculum Committee and the Assessment Committee. Dual enrollment classes are often positive attendance and hours are tracked and reported by the instructor. All dual enrollment classes are held to the same standard as conventional college classes.

The Catalog also lists the program learning outcomes given in the Program of Study template (II.A.9-, IIA_CRC_eLumenProgTemp_doc). All course level learning outcomes (SLOs) are mapped to program learning outcomes (PLOs) to ensure that the program learning outcomes are attained when degrees and certificates are awarded (II.A.9-, IIA_AC_CSLO2ILO-mapping_doc, IIA_AC_SPAN-B1-Mapping_doc, IIA_BSIA_SLO2PLO-Mapng_doc, IIA_CAT_GradGenEd_doc). This mapping makes explicit the connection between successful completion of SLOs and PLOs and the attainment of degrees and certificates. Faculty report on the assessment of the program learning outcomes as part of the annual program review process and the results of the assessment are posted on the publicly-accessible Program Review Committee website (II.A.9-, IIA_PRC_17ProgRevHndbk_doc). The baccalaureate degree program

participates in the same program review process and as well as the reporting of assessment of course level student learning outcomes (II.A.9-, IIA_AC_INDAB100Assess_doc). The upper division course level learning outcomes and the program learning outcomes are reflective of the rigor expected in upper division courses and programs. Programmatic planning for the baccalaureate degree included research of four-year technical degree programs offered in a variety of universities (II.A.9-, IIA_BSIA_AdvComm11Jan16_mtg).

The College meets Standard II.A.9.

<<ACCJC Evaluation Criteria:

- *Course level learning outcomes are the basis for awarding credit.*

- *The institution awards credits consistent with accepted norms in higher education.*

- *The achievement of stated programmatic learning outcomes is the basis for awarding degrees and certificates.*

- *The institution demonstrates it follows Federal standards for clock-to-credit-hour conversions in the awarding of credit.   For institutions with a baccalaureate degree:*

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

List of Evidence
IIA_CAT_AcademicInfo_doc
IIA_KCCD_BP4_doc
IIA_CRC_eLumenCOR_doc
IIA_BC_AstrB1-SyllabS17_doc
IIA_BC_EngrB45SyllabF16_doc
IIA_AC_AssessCommHome_web
IIA_CRC_Clk2Credit-Cnet_doc
IIA_CAT_ProgramsStudy_doc
IIA_BSIA_ProgStudy_doc
IIA_CRC_PCAH-CurHdbk_doc
IIA_CRC_eLumenProgTemp_doc
IIA_AC_CSLO2ILO-mapping_doc
IIA_AC_SPAN-B1-Mapping_doc
IIA_BSIA_SLO2PLO-Mapng_doc
IIA_CAT_GradGenEd_doc
IIA_PRC_17ProgRevHndbk_doc
IIA_AC_INDAB100Assess_doc
IIA_BSIA_AdvComm11Jan16_mtg

Standard II.A.10 – Instructional Programs

Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Transfer to four-year schools is one of the three major areas listed in the Bakersfield College mission statement for which we offer instructional programs. Our students transfer to a wide variety of universities in California and throughout the United States (II.A.10-, IIA_EMP_TransferData_doc). Along with other California community colleges, Bakersfield College offers transfer guarantees to both the California State University (CSU) and University of California (UC) systems: we offer guaranteed transfer agreements with UC Davis, UC Irvine, UC Santa Barbara, UC Merced, UC Riverside, UC Santa Cruz, as well as CSUB STEM majors. Bakersfield College maintains articulation agreements with four-year colleges that include major preparation, General Education, and transferable-course agreements, which are available at the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST.org) website. Our articulation officer is a voting member of the Curriculum Committee and there is a standing agenda item for the officer's report at every meeting (II.A.10-, IIA_CRC_19Oct17Mins_mtg, IIA_CRC_02Nov17Mins_mtg).

Transfer of Coursework

Procedures that reflect Board Policy are in place at Bakersfield College to ensure that the College addresses transfer of course work (II.A.10-, IIA_KCCD_BP4_doc). A member of the Admissions and Records office evaluates incoming college transcripts to ascertain that the expected learning outcomes are comparable to Bakersfield College's expectations, and if questions arise, discipline faculty are consulted. Over 160 courses are part of the Course Identification Numbering System (C-ID) which assures that courses bearing the same C-ID number are comparable in the entire California Community College system and are designed to be transferable to any CSU and UC (II.A.10-, IIA_CRC_CIDlist-17Jan18_doc, IIA_BC_CID-AboutUs_web). Students are made aware of BC procedures and what actions are required for transfer of coursework through the BC Catalog's Transfer Guide and our Transfer Services website (II.A.10-, IIA_CAT_TransferGuide_doc, IIA_BC_TransferSvcs_web).

Associate Degree for Transfer

The Associate Degree for Transfer (ADT) offered at Bakersfield College guarantees admittance to the CSU system through the SB1440 legislation, thereby greatly facilitating our students' transitions to the CSU system. With an ADT, students are guaranteed to transfer with 60 credits to a CSU at junior-level status. The ADT degrees at BC are comprised of C-ID approved courses. We began with 3 ADTs in 2011 and saw the approval of the 24th ADT in 2016, receiving a statewide award for this significant increase (II.A.10-, IIA_BC_SCblog-04Jun16_web). The 2017-18 Bakersfield College Catalog now lists 29 ADTs (II.A.10-, IIA_CAT_ProgramsStudy_doc). In the 2012-13 academic year, just 31 students received an ADT but the number has jumped to 491 students with an ADT in the 2016-17 academic year (II.A.10-, IIA_SC_1718-AcadAffairs_doc).

Transfer Center

Bakersfield College has a Transfer Center that offers resources and services to all students with transfer-of-credit needs. The Center helps reduce the complexity of transferring by helping students through the

articulation and transfer agreement process, major planning and preparation for application. Transfer workshops are offered throughout the year. The annual fall Transfer Day Fair brings admissions representatives from California State University and University of California systems, and private in-state and out-of-state colleges and universities on the Panorama campus and Delano campus (II.A.10-, IIA_BC_TransferTimeline_web, IIA_BC_TrnsfrDay12Sep16_evt, IIA_BC_TrnsfrDay11Sep17_evt, IIA_BC_DTrnsfrDy18Oct17_evt).

The Transfer Center maintains current catalog information for California public and private schools. Computers with access to online resources such as ASSIST.org are available to help students with choosing major preparation courses for transfer to California State University and University of California. The Transfer Center promotes student contacts with university admissions representatives and works in partnership with several BC programs to boost underrepresented students successful transfer to colleges and universities. In addition, admission advisors from California State University, Bakersfield are housed in the Bakersfield College Advising and Counseling Center and regularly work with students to ease the transition between Bakersfield College and California State University, Bakersfield (II.A.10-, IIA_CNSL_StaffListS18_web). Other college representatives visit campus periodically (II.A.10-, IIA_BC_FPUtrnsfr15Mar17_evt).

Baccalaureate Degree
Bakersfield College has dedicated a counselor to provide academic counseling services to engineering and the baccalaureate degree cohort of students. All applications for the baccalaureate program are submitted to this counselor along with unofficial transcripts. A member of the Admissions and Records Office, in conjunction with the Electronics Technology faculty, evaluates official transcripts to determine if the learning outcomes are comparable to the prerequisite courses for the upper division program. The Baccalaureate Degree Program counselor manually tracks each student's progress through application to acceptance into the program.

Analysis and Evaluation
Because transfer to four-year schools is part of Bakersfield College's mission,:
- We offer nearly 500 courses in 65 subjects that transfer to four-year schools with 176 courses certified for CSU Breadth General Education and 135 courses certified for Intersegmental General Education Transfer Curriculum (IGETC) (II.A.10-, IIA_CAT_TransfrCrsSumry_doc).
- We maintain articulation agreements with four-year colleges that include major preparation, General Education, and transferable-course agreements, which are available at the Articulation System Stimulating Interinstitutional Student Transfer (ASSIST.org) website. The articulation officer serves on the Curriculum Committee to ensure that all articulation standards are met throughout the curriculum approval process.
- We offer over 160 C-ID courses. C-ID courses have been vetted through a thorough statewide peer review process.
- We have a center devoted to transfer to reduce the complexity of transferring by helping students through the articulation and transfer agreement process, major planning and preparation for application.
- We offer 29 ADTs with more being developed. No California community college has more ADTs (II.A.10-, IIA_CRC_CCCCOADT07Jun17_doc). We devote time and personnel to make sure that all students with an ADT will indeed be able to transfer seamlessly into any CSU, especially our main transfer destination, CSUB, with 60 units and junior-level standing as required by state legislation.
- We offer a Baccalaureate degree in a technical field that is not available at our local CSU and for which there is an identified need and high-paying jobs available in our area. Our electronics

technology lower division courses and lower division general education courses provide the background students need to succeed in the baccalaureate upper division courses.

The College meets Standard II.A.10.

<<ACCJC Evaluation Criteria:

- *The institution has approved policies and procedures to address the transfer of classes from and to other institutions, and these policies and procedures are clearly communicated to students.*
- *Transfer of coursework policies and procedures are regularly reviewed.*
- *The institution has developed, implemented, and evaluated articulation agreements   with institutions where patterns of students enrollment have been identified.*

For institutions with a baccalaureate degree:
• Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education. >>

List of Evidence
IIA_EMP_TransferData_doc
IIA_CRC_19Oct17Mins_mtg
IIA_CRC_02Nov17Mins_mtg
IIA_KCCD_BP4_doc
IIA_CRC_CIDlist-17Jan18_doc
IIA_BC_CID-AboutUs_web
IIA_CAT_TransferGuide_doc
IIA_BC_TransferSvcs_web
IIA_BC_SCblog-04Jun16_web
IIA_CAT_ProgramsStudy_doc
IIA_SC_1718-AcadAffairs_doc
IIA_BC_TransferTimeline_web
IIA_BC_TrnsfrDay12Sep16_evt
IIA_BC_TrnsfrDay11Sep17_evt
IIA_BC_DTrnsfrDy18Oct17_evt
IIA_CNSL_StaffListS18_web
IIA_BC_FPUtrnsfr15Mar17_evt
IIA_CAT_TransfrCrsSumry_doc
IIA_CRC_CCCCOADT07Jun17_doc

Standard II.A.11 – Instructional Programs

Standard II.A.11

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

Evidence of Meeting the Standard

The first sentence of Bakersfield College's mission statement gives the three major areas for which we offer instructional programs: Associate and Baccalaureate degrees and certificates, workplace skills (career and technical education), and transfer to four-year schools. The second sentence of our mission statement reflects the Institutional Learning Outcomes (ILOs) we want our students to achieve: "think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world." The Bakersfield College ILOs are: Upon completion of a degree program [including the Baccalaureate] 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—interpersonal, community, the state and nation, and the world.

The Institutional Learning Outcomes are described more fully for students and the public in the Bakersfield College Catalog which is posted on the Catalog's website (II.A.11-, IIA_CAT_GradGenEd_doc, IIA_CAT_Home_web). In our Analysis and Evaluation below, we map the accreditation standard onto our ILOs. The hardcopy and the online Catalog are the most convenient communication of the ILOs to the students and the public but they can also find the ILOs in the following documents posted on publicly-accessible websites:

- Bakersfield College Educational Master Plan posted on the Institutional Plans webpage (IIA.11-, IIA_EMP_InstitLearning_doc, IIA_BC_InstitutionPlans_web).
- The ILO chart and Mapping Template posted on the Assessment Committee website (II.A.11-, IIA_AC_ILOchart_doc, IIA_AC_CSLO2ILO-mapping_doc, IIA_AC_AssessCommHome_web). Also found on the Assessment Committee website are the assessments for the course Student Learning Outcomes (SLOs); the mappings of the individual course SLOs to the Program Learning Outcomes (PLOs), the ILOs, and if applicable, the General Education Learning Outcomes (GELOs); and the assessment plan timelines. In the future, the assessment information will be available from eLumen.
- The Program Review Handbook posted on the Program Review Committee website (II.A.11-, IIA_PRC_17ProgRevHndbk_doc, IIA_PRC_Homepage_web). Also found on the Program Review Committee website are the current year's PLO assessment reports and Comprehensive or Annual Update forms submitted in the fall by *all* programs at Bakersfield College, including the baccalaureate degree, for the annual program review process. The Comprehensive and Annual Update forms describe how the program's PLOs align with the ILOs.

Although our Institutional Learning Outcomes don't use the specific language of the accreditation standard, the character of the standard is seen in the ILOs by mapping the accreditation standard onto the ILOs as follows:

Bakersfield College ILO	Accreditation Standard Competency
I. Pursue knowledge and evaluate its consequences	
A. Think critically, abstractly, logically, and algorithmically to evaluate and solve problems.	Information competency Quantitative competency Analytic inquiry skills
B. Integrate new information to formulate principles and theories and display openness to different opinions	Information competency Analytic inquiry skills Ability to engage diverse perspectives
C. Share the desire for intellectual creativity and acquisition of knowledge	Communication competency Ability to engage diverse perspectives
II. Communicate clearly and effectively in both written and oral forms	Communication competency Ability to engage diverse perspectives
III. Demonstrate knowledge and abilities in a chosen area of study	
A. Demonstrate an understanding of resources and procedures of a field and the ability to use them	Communication competency Information competency Quantitative competency Analytic inquiry skills Ethical reasoning
B. Demonstrate the ability to use current technology to acquire, organize, and analyze information appropriately	Information competency Analytic inquiry skills Ethical reasoning
C. Possess a core of knowledge and skills in a chosen field	Communication competency Information competency Quantitative competency Analytic inquiry skills Ethical reasoning Ability to engage diverse perspectives
IV. Appreciate civic responsibilities	
A. Reflect upon the cultural and ethical dimensions of life	Analytic inquiry skills Ethical reasoning Ability to engage diverse perspectives
B. Contribute to society as an actively engaged citizen	Communication competency Information competency Ethical reasoning Ability to engage diverse perspectives

We ensure all of our students receiving degrees or certificates achieve the ILOs in three ways: 1) Mapping SLOS, PLOs to the ILOs and if applicable, GELOs and regularly assessing the learning outcomes; 2) Requiring all students to take a General Education package of courses that will provide training and application of skills in communication competency, information competency, quantitative competency,

analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives; and 3) Assessing the ILOs directly.

Mapping SLOs and PLOs and Assessing Them

As described in our response to Standard I.B, the intentional design of our formal structure ensures that there is dialog among the faculty about the creation, updating, and assessing of learning outcomes at the course, program, and institutional levels. There we describe how the work of the Assessment Committee in conjunction with the Program Review Committee and the Accreditation & Institutional Quality Committee ensures that we are regularly and systematically assessing student learning outcomes at all levels. In our response to Standard II.A.2 we described further how our program reviews are used in institutional planning and how we use program review to improve our programs and allocate financial and personnel resources. In our response to Standard II.A.3 we describe how the Assessment Committee works with the Curriculum Committee to ensure that all Course Outlines of Records and Programs of Study have appropriate learning outcomes. Because Bakersfield College has mapped all of its course level SLOs to its PLOs and ILOs as well as the GELOs where appropriate, the systematic and regular assessment of the SLOs and PLOs ensures that we are also addressing the assessment of the ILOs. Student achievement of program learning outcomes is also assessed through capstone course assessment.

Our response to Standard II.A.3 also describes how we use the regular faculty evaluation process to have dialog about the assessment of the course SLOs. The posting of the assessments on publicly-accessible websites enhances the exchange of ideas in our dialog. The baccalaureate degree program participates in the same program review process and as well as the reporting of assessment of course level student learning outcomes (II.A.11-, IIA_AC_INDAB100Assess_doc). The upper division course level learning outcomes and the program learning outcomes are reflective of the rigor expected in upper division courses and programs. As described in our response to Standard II.B, the Library supports the ILOs through workshops, online tutorials, library orientations required for research paper assignments, and a research course that specifically addresses information competency.

General Education Package

Our associate's degrees require the completion of a General Education pattern; either the Bakersfield College General Education Pattern, the California State University (CSU) General Education Breadth, or the Intersegmental General Education Transfer Curriculum. The Bakersfield College General Education Pattern covers the following five subject areas: Communication in the English Language; the Physical Universe and Life Forms; Arts, Literature, Philosophy and Foreign Language; Social, Political, Legal and Economic Institution and Behavior, Historical Background; and Lifelong Understanding and Self Development. Students in the Industrial Automation Baccalaureate Degree must complete the CSU General Education Breadth pattern. The CSU General Education Breadth covers the same five subject areas but uses different labels.

The Bakersfield College Catalog lists the learning outcomes for the five subject areas and the Curriculum Committee uses established criteria posted on the Curriculum Committee's website when evaluating a course's inclusion in the General Education pattern (II.A.11-, IIA_CRC_GESLOS-criteria_doc). The accreditation standard can be mapped onto the GELOs in a similar way as done above for the ILOs as shown in the evidence file (II.A.11-, IIA_BC_GenEd2ACCJC-map_doc). The Curriculum Committee uses the "Guiding Notes for General Education Course Reviewers" published by the CSU and UC systems when evaluating courses for submission to the CSU/UC General Education review (II.A.11-, IIA_CRC_UCCSU-GERevw_doc). Our students who complete these requirements have an introduction to the major areas of knowledge, and have demonstrated communication, information, quantitative

competencies; analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. We also require our students to take courses that are inclusive of multicultural perspectives found in American and global society.

Upper division General Education requirements of the baccalaureate degree include courses in technical writing, industrial and organizational psychology, and industry ethics which directly align with the Institutional Learning Outcomes. In addition, all course outlines developed for the program include sections with sample topics and expected outcomes of oral presentations, research assignments and applications of problem solving (II.A.11-, IIA_BC_BSIndAut-Curric_web). The quality and rigor of all of our college-level courses is consistent with the academic standards appropriate to lower division and, where appropriate in the baccalaureate program, upper division coursework.

Direct Assessment of ILOs
In our response to Standard I.B.2, we describe how we assess the ILOs using various tools for the college as a whole. These tools include surveys and by aggregating actual performance assessments that are then analyzed to find out how to improve the institutional learning process. Our assessment of Critical Thinking (ILO I) in 2014 led us to reshape the student support services delivery. In Fall 2016 we engaged in a college-wide assessment of our ILOs using a survey of student workers that incorporated self-reported questions about all four ILOs (II.A.11-, IIA_AC_ILOSrvyStudEmp16_doc).

Our ILOs reflect our commitment to the ideas of communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives and other program-specific learning outcomes. The course and program learning outcomes in our baccalaureate program are appropriate to what is expected for work at the baccalaureate level. Our learning outcomes at all levels are regularly and systematically assessed and the results are used to drive program improvements. The baccalaureate program participates in the same assessment and thorough program review process as the rest of the College.

The College meets Standard II.A.11.

<<ACCJC Evaluation Criteria:
- *The institution has adopted programmatic learning outcomes in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*
- *These learning outcomes are regularly assessed and results are used to drive program improvements.*

For institutions with a baccalaureate degree:
• Student learning outcomes in the baccalaureate program are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

List of Evidence
IIA_CAT_GradGenEd_doc
IIA_CAT_Home_web
IIA_EMP_InstitLearning_doc
IIA_BC_InstitutionPlans_web
IIA_AC_ILOchart_doc
IIA_AC_CSLO2ILO-mapping_doc
IIA_AC_AssessCommHome_web
IIA_PRC_17ProgRevHndbk_doc

IIA_PRC_Homepage_web
IIA_AC_INDAB100Assess_doc
IIA_CRC_GESLOS-criteria_doc
IIA_BC_GenEd2ACCJC-map_doc
IIA_CRC_UCCSU-GERevw_doc
IIA_BC_BSIndAut-Curric_web
IIA_AC_ILOSrvyStudEmp16_doc

Standard II.A.12 – Instructional Programs

Standard II.A.12

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

Evidence of Meeting the Standard

The Bakersfield College Catalog states in the "Graduation: General Requirements" section that all students getting an Associate's degree must complete a General Education (GE) Pattern of their choice: Bakersfield College GE, California State University (CSU) GE Breadth, or Intersegmental GE Transfer Curriculum (IGETC) (II.A.12-, IIA_CAT_GradGenEd_doc). The General Education Program at Bakersfield College includes those courses required of all students, regardless of major or career goals, for the associate degree or for transfer to some four-year institutions. The first two paragraphs of the philosophy of our General Education Program state, "The General Education Program has been designed to address the needs of men and women of all ages, abilities, ethnic identities, life styles, and goals. Through general education, the college seeks to foster knowledge, skills, and attitudes that will empower students to shape the direction of their lives and their environment. Its goal is to encourage students to strive for the highest quality of life, both at leisure and at work, for themselves, their families, and the larger community.

Recognizing the certainty of change, the college, through the General Education Program, hopes to prepare students to meet the challenges of the twenty-first century." Specifically, the program will assist them to develop and acquire the following: global consciousness, communication skills, adaptability, responsibility, and knowledge.

The Bakersfield College General Education Pattern covers the following five subject areas: Communication in the English Language; the Physical Universe and Life Forms; Arts, Literature, Philosophy and Foreign Language; Social, Political, Legal and Economic Institution and Behavior, Historical Background; and Lifelong Understanding and Self Development (II.A.12-, IIA_BC_BCGenEd_doc). Our students who complete these requirements have an introduction to the major areas of knowledge, including demonstrated competence in reading, writing, and computational skills. Students in the Industrial Automation Baccalaureate Degree must complete the CSU GE Breadth pattern. The CSU GE Breadth covers the same five subject areas but uses different labels (II.A.12-, IIA_BC_CSUGenEd_doc). We also require our students to take courses that are inclusive of multicultural perspectives found in American and global society.

Analysis and Evaluation

The Bakersfield College Catalog lists the learning outcomes for the five subject areas and the Curriculum Committee uses established criteria, derived from the GE learning outcomes, posted on the Curriculum Committee's website when evaluating a course's inclusion in the General Education pattern (II.A.12-, IIA_CRC_GESLOS-criteria_doc). The Curriculum Committee uses the "Guiding Notes for General Education Course Reviewers" published by the CSU and UC systems when evaluating courses for submission to the CSU/UC General Education review (II.A.11-, IIA_CRC_UCCSU-GERevw_doc). Our

General Education Learning Outcomes (GELOs) include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

As described above in our responses to Standards II.A.1, II.A.3, II.A.9, and II.A.11, we have mapped all course level Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs), and Institutional Learning Outcomes, as well as the General Education Learning Outcomes (GELOs) where appropriate (II.A.12-, IIA_AC_CSLO2ILO-mapping_doc). Because of this mapping, our systematic and regular assessment of the SLOs and PLOs ensures that we are also addressing the assessment of the GELOs.

Students in the Industrial Automation Baccalaureate Degree must complete the CSU General Education Breadth pattern. The unit distribution for lower and upper division units is as follows:
• lower division GE: 41
• lower division technical: 19
• upper division GE: 9
• upper division technical: 51
The number of units required by the lower and upper division coursework meets the minimum requirements of 120 units with over 40 semester units in lower division GE and nine upper division GE units. The upper division GE requirements of the baccalaureate degree include courses in technical writing, industrial and organizational psychology, and industry ethics. The Course Outlines of Records for the upper division courses in our baccalaureate degree show that the students will be expected to work, think, and analyze at the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level (II.A.12-, IIA_CAT_BSIA-fullplan_doc, IIA_BSIA_ProgStudy_doc, IIA_BC_BSIndAut-Curric_web)

The College meets Standard II.A.12.

<<ACCJC Evaluation Criteria:
  • *The institution has a faculty developed rationale for general education that serves as the basis for inclusion of courses in general education and is listed in the catalog.* See II.A.11
  • *The institution has a general education philosophy, which reflects its degree requirements.*
For institutions with a baccalaureate degree:
  • *At least 36 semester units or equivalent of lower division general education is required, including at least nine semester units or equivalent of upper division general education coursework.* see II.A.5
  • *At least nine semester units or equivalent of upper division general education coursework is required.*
  • *The general education requirements are integrated and distributed to both lower and upper division courses.*
  • *The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.>>*

List of Evidence
IIA_CAT_GradGenEd_doc
IIA_BC_BCGenEd_doc
IIA_BC_CSUGenEd_doc

IIA_CRC_GESLOS-criteria_doc
IIA_CRC_UCCSU-GERevw_doc
IIA_AC_CSLO2ILO-mapping_doc
IIA_CAT_BSIA-fullplan_doc
IIA_BSIA_ProgStudy_doc
IIA_BC_BSIndAut-Curric_web

Standard II.A.13 – Instructional Programs

Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

According to our mission, Bakersfield College offers instructional programs in the areas of Associate and Baccalaureate degrees and certificates, workplace skills (career and technical education), and transfer to four-year schools. The Bakersfield College Catalog lists our programs of study as follows (II.A.13-IIA_CAT_ProgramsStudy_doc):

- Bachelor of Science in Industrial Automation
- Twenty-nine Associate Degrees for Transfer (no California Community College offers more)
- Thirty-seven Associate Degrees
- Forty-four Certificates of Achievement (over 18 units of study)
- Twenty-six Job Skill Certificates (less than 18 units of study for this local certificate)

As described in our response to Standard II.A.9, the Curriculum Committee's use of standardized templates for the Course Outline of Record and Programs of Study and a rigorous curriculum review process, is how it ensures that all courses and programs, including the baccalaureate degree, have appropriate learning outcomes that are the basis for awarding credit (II.A.13-, IIA_CRC_eLumenCOR_doc, IIA_CRC_eLumenProgTemp_doc, IIA_CRC_PCAH-CurHdbk_doc). Their templates and curriculum review process ensure that all courses and programs meet all legal mandates (Title 5, Education Code, and C-ID where appropriate), ACCJC accreditation standards, industry requirements, and practices common to American higher education. The Assessment Committee reviews all learning outcomes to make sure that they are appropriate to the program's area of inquiry, measurable (assessable), and that there is a regular assessment of all learning outcomes (II.A.13-, IIA_AC_AssessCommHome_web, IIA_PRC_17ProgRevHndbk_doc).

Analysis and Evaluation

The Curriculum Committee's review and approval process ensures that Bakersfield College follows the associate degree requirements and guidelines in Section 55063 of the Title 5 California Code of Regulations which states that the associate degree must be composed of a minimum of 60 units, of which at least 18 units must be in the major area or emphasis (area of inquiry) and at least 18 units are in a General Education courses package (II.A.13-, IIA_BC_Sec55063-Title5_doc). Students must earn a grade of "C" or better in all area of inquiry coursework.

As shown in our responses to Standards II.A.5 and II.A.12, students in the Industrial Automation Baccalaureate Degree will take a total of 120 units of which 70 units are in its technical area of inquiry (19 lower division units + 51 upper division units). All degrees (Associate, Transfer, and Bachelor), Certificates of Achievement and the courses contained in them must also pass a rigorous state level approval process.

All course level learning outcomes are mapped to program learning outcomes to ensure that the program learning outcomes are attained when degrees and certificates are awarded (II.A.13-, IIA_AC_CSLO2ILO-mapping_doc, IIA_AC_SPAN-B1-Mapping_doc, IIA_BSIA_SLO2PLO-Mapng_doc, IIA_CAT_GradGenEd_doc). This mapping ensures that the mastery of key theories and practices at the

course level leads to the mastery of the overarching key theories and practices of the student's area of inquiry. The continual assessment of the course level student learning outcomes coupled with the continual assessment of the program level learning outcomes assures the student and their employer or transfer institution that the student's degree or certificate means the student has truly mastered the key theories and practices within that level of the field of study.

The College meets Standard II.A.13.

<<ACCJC Evaluation Criteria:
- *All programs includes a focused study on one area of inquiry or discipline and includes key theories and practices appropriate for the certificate of achievement or associate's degree level.*

For institutions with a baccalaureate degree:
• The baccalaureate degree program includes a focused study on one area of inquiry or discipline at the baccalaureate level and includes key theories and practices appropriate to the baccalaureate level.

List of Evidence
IIA_CAT_ProgramsStudy_doc
IIA_CRC_eLumenCOR_doc
IIA_CRC_eLumenProgTemp_doc
IIA_CRC_PCAH-CurHdbk_doc
IIA_AC_AssessCommHome_web
IIA_PRC_17ProgRevHndbk_doc
IIA_BC_Sec55063-Title5_doc
IIA_AC_CSLO2ILO-mapping_doc
IIA_AC_SPAN-B1-Mapping_doc
IIA_BSIA_SLO2PLO-Mapng_doc
IIA_CAT_GradGenEd_doc

Standard II.A.14 – Instructional Programs

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The Bakersfield College Career Technical Education (CTE) programs provide cutting-edge, rigorous and relevant instruction to prepare skills builders/incumbent workers and future employees for a wide range of high-wage, high-skill, and high-demand careers (II.A.14-, IIA_BC_CTE-Homepage_web, IIA_CTEC_Homepage_web). Bakersfield College offers CTE Programs in Agriculture, Nutrition and Culinary Arts, Visual and Performing Arts, Business and Computer Studies, Health Sciences, Industrial and Transportation Technology, Public Safety, Human Services, and Early Childhood Education (II.A.14-, IIA_BC_CTE-CareerPathwy_web). Students earn local certificates, state approved certificates and degrees to prepare for the work environment or transfer to a 4-year university in their career pathway.

In order to ensure that graduates completing career and technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification, Bakersfield College approaches our CTE programs through a three-pronged approach:

- Demonstrating collaboration with local and regional advisory committees, external licensing and credentialing agencies, and industry experts to establish competencies and learning outcomes for programs (II.A.14-, IIA_CTEC_AdvisoryHandbk_doc, IIA_CTEC_AdvGrpSharPnt_web).
- Ensuring that graduates of CTE programs that require licensure examinations are adequately prepared (II.A.14-, IIA_BC_InstSetStand2017_doc).
- Assessing student learning outcomes and program learning outcomes on a regular basis as well as evaluating program viability through the Program Review process (II.A.14-, IIA_PRC_17ProgRevHndbk_doc, IIA_CTEC_ProgRevAU2016_doc).

Analysis and Evaluation

Advisory Committees, External Agencies, Industry Experts Collaboration Creates PLOs

Every CTE program has an advisory committee that includes business and industry experts to ensure that our programs remain in touch with the needs of local business and industry and that our students receive relevant instruction. The BC CTE programs hold regular biannual program advisory meetings to review curriculum and entry level competencies (some advisory committees meet more frequently as needed). The purpose of these discussions is to ensure relevancy of the program content to industry practice and standards. Discussion, evaluation, and planning among advisory committees, regulatory agencies and Bakersfield College are ongoing throughout the year. The evidence files are minutes from advisory committees of one of our oldest CTE programs, Radiologic Technology, and one of the newer CTE program, the Industrial Automation Baccalaureate (II.A.14-, IIA_ADC_RadTech-14Oct16_mtg, IIA_ADC_RadTech-16Dec16_mtg, IIA_ADC_INDA11Jan16Mins_mtg, IIA_ADC_INDA09Dec16Mins_mtg, IIA_ADC_INDAByLawsDec16_doc).

Preparing Students for Licensure Examinations

Standards for some occupational programs are established by outside accrediting or regulatory agencies and require external license and certification for employment. Information on employment data, job projections, and licensure rates are used in planning and evaluation of Career Technical Education programs. This information is obtained from respective licensing agencies, Bureau of Labor Statistics, LaunchBoard, and the California Employment Development Department (II.A.14-, IIA_CTEC_BLS-

SOC_web, IIA_BC_CTEOSatSRJC-Home_web, IIA_CTEC_MBCTELaunchBd_doc, IIA_BC_LMI-projectns_web).

CTE curriculum must be reviewed every two years to assure currency and compliance with local industry needs. CTE faculty collaborate with industry peers, the Local Workforce Investment Board, the Central Mother Lode Regional Consortium and Deputy and State Sector Navigators to align curriculum and training throughout the region to meet workforce training needs (II.A.14-, IIA_CTEC_KernWkForceBrd_web, IIA_CTEC_CentMothrLode_web, IIA_CTEC_SectrNavigatr_web). According to our plan for the Industrial Automation Baccalaureate Degree, new and existing courses in the program will follow the Industrial Federation's Automation Competency Model (II.A.14-, IIA_BSIA_PlanNov2014_doc, IIA_BSIA_AutFedCompModl_doc). Faculty maintain professional competency through on-going professional development supported both internally and externally through technical seminars, trade shows, and conferences which provide opportunities to keep technical skills up-to-date and exposure to relevant and new technologies or topics (II.A.14-, IIA_PD_AutoConfSumApr16_doc). To assure that graduates are employable, Bakersfield College is increasing its work-based learning opportunities through the revitalization of its internship/work experience program. With the support of industry partners, students are provided opportunities to put the skills that they have learned in Career Technical Education programs to use in a real work environment (II.A.14-, IIA_BC_CTE-Internships_web).

Three examples of successful programs are:

- The Registered Nursing program's students are eligible for licensure as a California Registered Nurse (II.A.14-, IIA_BC_RegistrdNursing_web). Our passing rates for the National Council for Licensure Exam (NCLEX-RN) has been 91% to 97% for the past five years, which is 514 students passing the exam (II.A.14-, IIA_BC_NCLEX-PassRates_web). Licensed students are eligible to transfer to a baccalaureate nursing program. The nursing program is accredited by the California Board of Registered Nursing.
- Our Automotive program maintains certifications through the National Automotive Technician's Education Foundation, Bureau of Automotive Repair, and the American Welding Society. In the Automotive Department this has resulted in direct job placements for students. This has also provided additional opportunities for discussion and feedback from industry partners and students for continuous improvement of programs.
- The students in our Culinary Arts (AS and CoA) program operate a public restaurant, The Renegade Room (so one of the outcome assessments has been the high levels of favorable gut-level responses of its customers). The program incorporates lessons in nutrition, cost control, supervision and management, baking, food production, dining room services and food service safety and sanitation. These skill sets are then applied to hands-on training experiences in both the Kitchen and Dining Room Lab stations. Students are given production menus and schedules to prepare fresh meals, while others see to the Customer Service end of business waiting tables in The Renegade Room. In addition to the valuable experience that our students gain in The Renegade Room and the required internship course, they also meet the requirements necessary for certification (ServSafe exam) from the Education Foundation of the National Restaurant Association.

Program Review and Assessment of Learning Outcomes
Graduates of our CTE programs demonstrate technical and professional competency as defined by the approved program learning outcomes (PLOs). Additionally, faculty track student outcomes through the use of the Core Indicator Reports which focuses on skill attainment, completions, persistence and

transfer and employment (II.A.14-, IIA_CTEC_CorIndicatrs17_doc). All CTE programs, like our other programs, participate in the annual program review process (II.A.14-, IIA_PRC_Auto-CompRev15_doc, IIA_PRC_INDA-CompRevF15_doc). The Automotive and Industrial Automation program review evidence files are examples of comprehensive program review documents done every three years with annual updates in between. The program review process has improved the integration of academic and CTE as well as systematized an annual assessment of the PLOs and made the two-year curriculum review requirement of CTE courses more visible to all faculty. The CTE program review validates competencies for employment, technical skills, labor market demand and overall program viability.

Like all other California Community Colleges, we use the CTE Outcomes Survey (CTEOS) to improve data collection and track employment of our CTE students (II.A.14-, IIA_CTEC_OutcomeSrvy17_doc). The CTEOS shows that students completing our CTE courses—whether or not a credential is earned or a student transfers—have positive employment outcomes:

- Almost 67% of the students secured a job that is closely related to their program of study.
- Students who secure a job that is similar to their program of study have greater wage gains than other students.
- Over 73% of the respondents were able to find a job within three months and 68.4% were in full-time jobs.

Bakersfield College purchased the "JobSpeaker" software platform to obtain more accurate real-time employment results for our graduates (II.A.14-, IIA_BC_JobspeakerHome_web, IIA_BC_StudntEmployment_web). JobSpeaker allows us to track how students are doing in their job search and gives us the ability to reach students of all majors with job opportunities and events. With this we will be able to not only track students but also track and maintain a relationship with our employers. This software will also allow us to better report the employment trends and numbers among our CTE students.

The College meets Standard II.A.14.

<<ACCJC Evaluation Criteria:
- *The institution verifies and maintains currency of employment opportunities and other external factors in all of its career-technical disciplines.*
- *The institution determines competency levels and measurable student learning outcomes based upon faculty expertise and input from industry representatives.*

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

List of Evidence
IIA_BC_CTE-Homepage_web
IIA_CTEC_Homepage_web
IIA_BC_CTE-CareerPathwy_web
IIA_CTEC_AdvisoryHandbk_doc
IIA_CTEC_AdvGrpSharPnt_web
IIA_BC_InstSetStand2017_doc
IIA_PRC_17ProgRevHndbk_doc
IIA_CTEC_ProgRevAU2016_doc

IIA_ADC_RadTech-14Oct16_mtg
IIA_ADC_RadTech-16Dec16_mtg
IIA_ADC_INDA11Jan16Mins_mtg
IIA_ADC_INDA09Dec16Mins_mtg
IIA_ADC_INDAByLawsDec16_doc
IIA_CTEC_BLS-SOC_web
IIA_BC_CTEOSatSRJC-Home_web
IIA_CTEC_MBCTELaunchBd_doc
IIA_BC_LMI-projectns_web
IIA_CTEC_KernWkForceBrd_web
IIA_CTEC_CentMothrLode_web
IIA_CTEC_SectrNavigatr_web
IIA_BSIA_PlanNov2014_doc
IIA_BSIA_AutFedCompModl_doc
IIA_PD_AutoConfSumApr16_doc
IIA_BC_CTE-Internships_web
IIA_BC_RegistrdNursing_web
IIA_BC_NCLEX-PassRates_web
IIA_CTEC_CorIndicatrs17_doc
IIA_PRC_Auto-CompRev15_doc
IIA_PRC_INDA-CompRevF15_doc
IIA_CTEC_OutcomeSrvy17_doc
IIA_BC_JobspeakerHome_web
IIA_BC_StudntEmployment_web

Standard II.A.15 – Instructional Programs

Standard II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard

Bakersfield College follows the Academic Senate's Procedure for Program Discontinuance approved by the Academic Senate in November 2009 that reflects Board Policy 4B6 on Program Discontinuance to ensure that enrolled students can still complete their education in a timely manner when a program is eliminated or significantly changed (II.A.15-, IIA_AS_ProgDiscontProc_doc, IIA_KCCD_BP4_doc). The procedure stipulates that currently enrolled students must be allowed to complete their program of study in accordance with the rights of students as stated in the Bakersfield College Catalog (II.A.15-, IIA_CAT_AcademicInfo_doc). As detailed in the Catalog, Bakersfield College students maintain catalog rights if they maintain continuous enrollment during the five (5) year period from initial enrollment. Continuous enrollment means the student must earn a grade, including "W", "IP" or "I", in at least one course each academic year. These students may elect to keep their initial program requirements or change their program requirements to a more recent Bakersfield College Catalog.

Analysis and Evaluation

Although few programs are completely discontinued, generally for low enrollment, highly enrolled programs at Bakersfield College have undergone significant changes when transitioning from local graduation requirements to the state-adopted Associate Degree for Transfer (ADT as AA-T or AS-T) requirements. Changes that result in the discontinuance or deactivation of the local programs are vetted through the Procedure for Program Discontinuance and approved by the Board of Trustees. For example, in 2013 the local Art AA program was deactivated with Board of Trustees approval and replaced with the Studio Art AA-T program (II.A.15-, IIA_BOT_E61-13-BCProgD_doc, IIA_BOT_13Jun13Mins_mtg). The 2013-14 Catalog listed both during the transition, where the significant changes could be seen (II.A.15-, IIA_CAT_2013-14-pg69_doc). Continuing students who were initially declared in the local Art AA retained catalog rights, and graduation data shows that they have been completing their education in this eliminated program (II.A.15-, IIA_KCCD_07-16AwardsRpt_doc).

To support catalog rights, we allow students to substitute courses within a degree program in cases where courses from that program are no longer offered. Students must contact the faculty chair of the appropriate department to complete the course substitution paperwork and get a dean of instruction's approval. Thus, continuing students with catalog rights to an eliminated program can complete their education with minimal disruption. The evidence file shows two examples for students in the Industrial Technology with Welding program (II.A.15-, IIA_AR_WeldingWaivers13_doc).

Bakersfield College uses the Academic Senate's Procedure for Program Discontinuance. This procedure acknowledges the needs of students who are in the process of completing such programs, as well as their catalog rights. Additionally, Bakersfield College provides appropriate arrangements such as course substitutions to ensure that students are able to complete their education from an eliminated program in a timely fashion with a minimum of disruption.

The College meets Standard II.A.15.

<<ACCJC Evaluation Criteria:

- *The institution has established procedures regarding program elimination, including the process for which enrolled students will be able to complete their education in a timely manner with a minimum of disruption.*
- *Program elimination procedure is clearly communicated to students.*

List of Evidence
IIA_AS_ProgDiscontProc_doc
IIA_KCCD_BP4_doc
IIA_CAT_AcademicInfo_doc
IIA_BOT_E61-13-BCProgD_doc
IIA_BOT_13Jun13Mins_mtg
IIA_CAT_2013-14-pg69_doc
IIA_KCCD_07-16AwardsRpt_doc
IIA_AR_WeldingWaivers13_doc

Standard II.A.16 – Instructional Programs

Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Bakersfield College's formal structure is intentionally designed to ensure that we engage in continuous, broad-based, systemic evaluation and improvement of the quality and currency of all Bakersfield College instructional programs, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The Program Review Committee works in conjunction with other campus committees and departments (ISIT, Assessment, Facilities, Budget, Human Resources and Curriculum) to provide a robust process. Through careful documentation and analysis, the Program Review Committee facilitates the process for instructional and non-instructional programs to reflect on the effectiveness of their programs, to develop goals and action plans, and to work toward enhancing their programs to achieve improved quality (II.A.16-, IIA_PRC_17ProgRevHndbk_doc). The Program Review Committee works with the Accreditation and Institutional Quality (AIQ) Committee to get a college-wide view of how we're doing and determine what in our systems need to be changed or added to improve student learning and achievement (II.A.16-, IIA_AIQ_Homepage_web).

The ongoing, systematic work of the Program Review Committee, Assessment Committee, and AIQ Committee is described more fully in our responses to Standards I.A and I.B. In our responses to the other sections of this Standard (II.A), especially our response to Standard II.A.2, we describe how we use our annual program review process, the systematic and regular curriculum review process of the Curriculum Committee, the faculty evaluation process, and professional development to:

- Regularly, objectively, and consistently evaluate the effectiveness of all our courses and programs, regardless of the type of program (baccalaureate, collegiate, developmental, etc.);
- Ensure that course level student learning outcomes and program learning outcomes are relevant, appropriate, and that they are assessed and used in institutional planning;
- Ensure that courses and programs are kept current with regard to content and teaching methodologies as well as community needs and employment requirements;
- Make the needed changes identified and re-evaluate the effectiveness of those changes.

As described in our responses to Standards II.A.1, II.A.6, and II.A.7, Bakersfield College decided to restructure its entire system to become a Guided Pathways college. Our analysis of the learning outcome and student achievement data led us to the realization that we needed to change our system to meet the needs of First Generation students who make up about 80% of our students as well as for student equity reasons. Let's take a look at some of the things Bakersfield College has done from this Guided Pathways redesign to improve the quality and currency of our courses and programs to enhance learning outcomes and achievement for our students.

Analysis and Evaluation

The institutional processes of a Guided Pathways college can be grouped into four pillars: 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. Much of Standard II.A falls under the first pillar (clarifying the steps of the pathways) and the fourth pillar (ensuring that college-level learning is happening), though we do mention in response to Standards II.A.6 and especially II.A.7 the extra support we are providing our students to stay on their pathway—the third pillar. More of the third pillar work will be described in our responses to Standards II.B and II.C. Also, our work in pre-collegiate courses and programs falls under the second pillar of helping students enter the appropriate (collegiate) pathway. In what follows, we're going to explore our first and second pillar work with the high schools, pre-collegiate courses, and transfer and business-industry partners.

High School Partnership in Clarifying and Entering the Path

The college Guided Pathways System (GPS) involves three partners: high school, community college, and transfer institution or business-industry. We are working to improve the two hand-offs to make it more seamless for the student: the first hand-off is the students we receive and the second is the students we send forward. In the first hand-off, we are collaborating with high schools to:

- Implement multiple measures assessment placement beginning with 500 students in 2014 and scaling to all first-time students in Fall 2016 (II.A.16-, IIA_IR_BCsMultiMeas2014_doc). These multiple measures were continuously improved in coordination with the MMAP data analysis (II.A.16-, IIA_MMAP-DecisnRulPhs1_doc, IIA_MMAP-DecisnRulPhs2_doc).
- Align high school curriculum with college-level expectations by implementing the Expository Reading and Writing Course as the required fourth-year English curriculum that prepares students for collegiate non-fictional writing courses (II.A.16-, IIA_BC_ERWC-About_web).
- Train high school counselors each year since 2014 our High School Counselor Conference that informs them of programs, collaboration and creating assessment proctors so that placement testing could take place at the high schools resulting in better placement test results (II.A.16-, IIA_BC_HiSchlCounselor_web).

Pre-Collegiate Redesign in Clarifying and Entering the Path

We redesigned our pre-collegiate courses and sequence based on a detailed analysis by Dr. Peter Bahr in 2014-15 (II.A.16-, IIA_IR_BahrDevEngMath15_doc). Courses have been aggressively redesigned through compression, acceleration and integration, e.g. integrating reading and writing (II.A.16-, IIA_BC_PrecollegChanges_doc, IIA_EMP_BasicSkills_doc). Further research by Bahr found improved student success for the changes that had been made through Spring 2016 (II.A.16-, IIA_IR_BahrNewEngMath16_doc).

The table below gives some interesting statistics about the decrease in enrollment of pre-collegiate ("Basic Skills") courses due to multiple-measure assessment placement while our enrollment has steadily increased—Bakersfield College has been unique in the state in that respect (II.A.16-, IIA_BC_BascSkillsTrends_doc).

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall enrollment	43,909	44,521	45,873	48,058	50,777	54,308
Basic skills enrollment	5,908	5,905	5,754	6,101	5,877	5,556
Basic Skills success	56.92%	61.32%	63.36%	63.86%	57.34%	57.49%
Percent enrolled in Basic skills	13.46%	13.26%	12.54%	12.70%	11.57%	10.23%

What is hidden in the flat Basic Skills success numbers is that we were able to maintain the success rates even when the pre-collegiate classes no longer had the college-ready students in their mix, as was the case before our multiple-measure assessment placement was in place. We found that we needed to increase and improve the increase the support we gave our pre-collegiate students from our program review process (II.A.16-, IIA_PRC_ACDV2016AnnUpdt_doc, IIA_PRC_WallerProgRev16_doc). Some of these changes have been described in our responses to Standards I.B.4 and I.B.6 and others will be described in our responses to Standards II.B and II.C.

MATH B65, Intermediate Algebra for Statistics, the newly developed pre-collegiate course for non-STEM students is a good example of the redesign based upon Guided Pathways. This pre-collegiate course has shown greater success particularly with students of color (II.A.16-, IIA_IR_MathB65EquitySuc_doc). The work in creating MATH B65 is also an example of changes in the course sequencing and requirements after the cross-department dialog encouraged by Guided Pathways clarifies the pathway for faculty as well (II.A.16-, IIA_BC_MathPathways_doc). Math B65 aligns and prepares students for transfer-level PSYC B5 (Elementary Statistics for Behavioral and Social Sciences) and MATH B22 (Elementary Probability and Statistics). Approximately 80% of our students have declared majors needing statistics preparation, instead of pre-calculus, and students perform better in this preparatory course as well as subsequent collegiate level courses (II.A.16-, IIA_IR_Math65vs60Progr_doc). Curricular alignment combined with our move to multiple measures has increased successful completion for all disaggregated groups over the last 5 years, except those groups with very small numbers that cannot be tracked with any validity due to size (II.A.16-, IIA_IR_TranfrMathEngl17_doc).

Transfer Partnerships in Clarifying and Entering the Path
The college GPS includes the transfer institution in any pathway that has a baccalaureate degree. When a student enters a pathway at a community college that will require a Bachelor's, the college GPS will show them the entire process from admission at a community college to getting their Bachelor's at the transfer institution, including the skills sets they will need to acquire along the way. Therefore, the college GPS requires greater dialog and coordination that what has happened in the past. When we hand off our students to the transfer institution, that handoff needs to be seamless for the students, especially the first-generation students. So, what has Bakersfield College done to improve this second handoff?

CSUB
California State University Bakersfield (CSUB) is our largest transfer partner with 50% of all our transfer students going to CSUB and another 16% going to other CSU's (II.A.16-, IIA_EMP_TransferData_doc). The Associate Degree for Transfer (ADT) offered at Bakersfield College guarantees admittance to the CSU system through the SB1440 legislation, thereby greatly facilitating our students' transitions to the CSU system. With an ADT, students are guaranteed to transfer with 60 credits to a CSU at upper division junior-level status.

While working with CSUB, we discovered that our Institutional Learning Outcomes align perfectly, proving that our curricular expectations are consistent with each other (II.A.16-, IIA_BC_CSU-BC-ILOs_doc). Our cross-institutional dialog has also improved as we've shown that the rigor of both of our courses are also consistent with each other. This contributed to mutual agreement and focus as BC and CSUB mapped out student pathways for actual transfer degree coursework alignment with the concentrations or areas of emphasis at CSU through several discipline-centered meetings (II.A.16-, IIA_BC_CSUB-TrnfrMtgF17_doc, IIA_BC_CSUB-TrnfrMtgS18_doc).

We have also developed pathways for transfer ADT students who do not typically transfer into the same general major but must select an area of upper-division emphasis. Here are some examples of this alignment:

Bakersfield College Degree	ADT in Philosophy	ADT in Biology	ADT in Sociology
CSUB Area of Concentration or Emphasis	• Ethics and Moral Reasoning • General Philosophy • Law, Justice, and Social Policy • Mind and World	• Biochemistry - General • Food Science • Biotechnology • Biology – General • Pre-Nursing	• Ethnic Studies • General Sociology • Human Services

The payoff for this improved collaboration include: 19% increase in completion of transfer students' Bachelor's degrees at CSUB over the past 5 years, while the system-wide increase has been just 9%; 47.7% of BC students who transfer to CSUB complete their program in two years, while 42.4% of all students transferring to CSUB complete their program in two years and an even smaller CSU system-wide transfer student completion rate of just 32.6% (II.A.16-, IIA_IR_CSU-CSUBtransfr_doc). In December 2017, CSUB was recognized as a transfer champion because of the increase of the ADT degree holders it was enrolling and graduating, most of whom are Bakersfield College ADT's (II.A.16-, IIA_BC_CSUB-TranfrAwrd_doc).

CHSU

We also continue working to improve the transfer to private institutions as well. For example, we have an articulation agreement for students in our Human Biology AS program transferring to California Health Sciences University's (CHSU) Doctorate in Pharmacy program. Without any additional undergraduate course work, this agreement guarantees BC students a pathway as a certified pharmacist in a total of 5 years at BC and CHSU. In comparison, high school graduates who decide to attend CSUB instead of BC would need 7 years to accomplish the same goal. Other articulation agreements are being developed from this degree to provide other valuable advanced career pathways for our students.

Business-Industry Partnerships in Clarifying and Entering the Path

All pathways in the college GPS have jobs and careers as the end point of the pathway, whether the pathway includes an Associate or Bachelor's degree or not. Our Baccalaureate in Industrial Automation was a direct response to local business and industry requests for qualified workers in high-paying jobs (II.A.16-, IIA_BC_LMI-projectns_web, IIA_BSIA_PlanNov2014_doc). The BS in Industrial Automation program has articulations with high schools and internships with industry over the summer. These work experience opportunities have resulted in great connection with the field for students and employment opportunities in the future. Additionally, industry partners provide feedback that these students are highly qualified and highly desirable to them.

Another example is our Paramedic program. Development began in Spring 2003 with discussions among Kern County ambulance providers, Kern County EMS Agency, local hospitals, Emergency Room Medical Directors and college administrators and surveys of ambulance employees. With the assistance of Hall Ambulance Service, we developed the curriculum, program policies and procedures, recruited personnel and gathered the necessary resources and equipment to implement the Bakersfield College Paramedic Program in January of 2004, and completed the CoAEMSP/CAAHEP requirements in 2006. In 2014 the Paramedic program began the work to move from a non-credit program to a credit/degree-granting

program and in Fall 2017 we enrolled our first cohort of students in the credit/degree-granting Paramedic program.

Our work in the clarifying the pathway pillar will continue to be fleshed out as we improve the effectiveness of our communication to our students' (and their families) about what needed skills the degree or certificate will provide them for future employment. The college GPS will provide enough information in the right way about the employment endpoint that students will understand the employment prospects and the skills they'll need to pick up along the way as they make their choices of a particular pathway to take. Of course, the best laid plans, the most clarified path, will still come up against the realities of life and our work on the third pillar, staying on the path, will give our students the tools and encouragement and support they need to stick to the path or get back on the path as quickly as possible. This work will be described in our responses to Standards II.B and II.C.

The College meets Standard II.A.16.

<<ACCJC Evaluation Criteria:
- *The college has a process to regularly evaluate the effectiveness of its courses and programs.* `see I.B.7`
- *The criteria used in program review include relevancy, appropriateness, and achievement of student learning outcomes, currency, and planning for the future.* `same criterion as II.A.2`
- *The program review process is consistently followed for all college programs, regardless of the type of program (collegiate, developmental, etc.).* `same as criterion as II.A.2`
- *The results of program evaluation are used in institutional planning.* `same as II.A.2`
- *Changes/improvements in programs have occurred as a result of the consideration of program evaluations and are evaluated for their effectiveness.* `same as II.A.2 but add "are evaluated for their effectiveness"`

List of Evidence
IIA_PRC_17ProgRevHndbk_doc
IIA_AIQ_Homepage_web
IIA_IR_BCsMultiMeas2014_doc
IIA_MMAP-DecisnRulPhs1_doc
IIA_MMAP-DecisnRulPhs2_doc
IIA_BC_ERWC-About_web
IIA_BC_HiSchlCounselor_web
IIA_IR_BahrDevEngMath15_doc
IIA_BC_PrecollegChanges_doc
IIA_EMP_BasicSkills_doc
IIA_IR_BahrNewEngMath16_doc
IIA_BC_BascSkillsTrends_doc
IIA_PRC_ACDV2016AnnUpdt_doc
IIA_PRC_WallerProgRev16_doc
IIA_IR_MathB65EquitySuc_doc
IIA_BC_MathPathways_doc
IIA_IR_Math65vs60Progr_doc
IIA_IR_TranfrMathEngl17_doc
IIA_EMP_TransferData_doc
IIA_BC_CSU-BC-ILOs_doc

IIA_BC_CSUB-TrnfrMtgF17_doc
IIA_BC_CSUB-TrnfrMtgS18_doc
IIA_IR_CSU-CSUBtransfr_doc
IIA_BC_CSUB-TranfrAwrd_doc
IIA_BC_LMI-projectns_web
IIA_BSIA_PlanNov2014_doc

Eligibility Requirements

#9 Educational Programs The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. (Standard II.A.1 and II.A.6)

#10 Academic Credit The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit. (Standard II.A.9 and II.A.10)

#11 Student Learning and Student Achievement The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)

#12 General Education The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)