Standard III: Resources

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

Standard III.A.1 – Human Resources

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority

Evidence of Meeting the Standard

Bakersfield College is committed to employing the most qualified faculty, classified, and administrative staff to educate and support our students who come from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. The Human Resources Department in the Kern Community College District Office (DO) administers all human resources functions in the district with onsite human resources management support at each college in the district (III.A.1-, IIIA_DO_2017-HROrgChart_web).

Bakersfield College strictly adheres to hiring criteria adopted by the Board of Trustees that reflect section 7B1 of the Board Policy Manual (III.A.1-, IIIA_KCCD_BP7B1_doc). Minimum qualifications required for each job are established and meet the requirements of the Title 5 California Code of Regulations and California Education Code. The comprehensive hiring process as outlined in Title 5 50321 includes advertising, application, interview, demonstration, and testing (III.A.1-, IIIA_BC_Sec53021-Title5_doc). The Human Resources Department ensures that all aspects of the screening and selection process are fair and equitable to all and in compliance with ACCJC Policy on Institutional Advertising and ACCJC Policy Statement on Diversity.

Faculty

Faculty job announcements are based on the minimum qualifications that are required by the State Chancellors Office (III.A.1-, IIIA_BC_CCCCOminquals_web). Faculty must either have a Master's Degree or higher related to their specific discipline or the equivalent. Some disciplines do not require a Master's Degree but will accept a Bachelor's Degree with 2 years related experience or an Associate's Degree with 6 years related experience. Along with the minimum qualifications, each position announcement that is posted states that the college is seeking faculty who are skilled in teaching regardless of modality, skilled in serving the needs of the varied student population, can foster overall College effectiveness and who represent and are sensitive to the racial, ethnic, and cultural diversity of the Kern Community College District (KCCD). All faculty positions are posted with the following statement, *"A demonstrated sensitivity to students with diverse academic, socio-economic, cultural and ethnic backgrounds and students with disabilities"* to uphold its commitment to serving students (III.A.1, IIIA_HR_FacAnncExmpl-17_doc).

Baccalaureate Faculty

Faculty in our Baccalaureate Degree in Industrial Automation who teach the upper division courses must have a Master's Degree (or academic credential at least one level higher than the Bachelor's Degree) or Doctoral Degree, in an appropriate discipline. In cases where no Master's Degree is available for the field of study, upper division faculty need to have a Bachelor's Degree in a closely-related discipline, and a Master's Degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure (III.A.1-, IIIA_BSIA_FacultyPostng_doc).

Administration

Bakersfield College follows Title 5 Section 53420 for hiring of all educational administrator positions. At the minimum, all these positions require a Master's Degree and one year of experience (III.A.1-, IIIA_BC_Sec53420-Title5_doc).

Classified

The job descriptions for classified management and classified positions are developed and reviewed on an ongoing basis to ensure that the positions are accurate, reflect the work being completed, and meet the mission of the college. Minimum qualifications for these classifications may or may not be subject to educational requirements or may allow for experience to substitute for education (III.A.1-, IIIA_HR_JobDescriptions_web).

Job Advertisement

All permanent job postings are listed on the KCCD Careers website for a minimum of 10 working days (III.A.1-, IIIA_KCCD_CareersHome_web). Temporary classified positions and adjunct positions are posted on an ongoing basis and updated annually based on the need of the college. Classified positions are posted internally for 5 working days as specified in the CSEA agreement and if there no eligible applicants for the position, it is then posted to the public for the standard 10 days (III.A.1-, IIIA_HR_CSEA-CBAsec3-4_doc). Application pools that are not considered viable are extended for at least another 5 working days. To support our commitment to diversity we use a wide variety of advertising sites, both online and hardcopy (III.A.1-, IIIA_HR_AdSites-2017_doc). Other advertising may be identified based on the specificity of the position.

Analysis and Evaluation

The KCCD Human Resources (HR) Department, working through the college branch offices, verifies and ensures that all applicants for positions at the college meet or exceed the standards set for the position (including those for the baccalaureate degree), that the hiring criteria established by the Board of Trustees are fairly and equally applied in all hiring processes, that all aspects of recruitment are compliant with legal mandates and accreditation standards, and that all job descriptions are directly related to our mission. With respect to faculty hiring, the expansion of our mission to include the Baccalaureate Degree was easy to implement because Bakersfield College's existing faculty in related disciplines already had the qualifications needed for teaching the upper division courses. The HR Department continues to update job descriptions and strictly follow the laws relating to equivalency.

Through its consultation and review process, KCCD develops and implements personnel policy and procedures that ensure consistency in recruiting employees, equal opportunity, and employee safety districtwide. The HR Department organizes personnel staffing to adjust to accommodate the needs of our students. Since 2015, Bakersfield College has seen a tremendous growth in its recruitment due to student demand and continual increase in enrollment. << need data for 2017-18 hires>>

Type	2012-2013	2013-2014	% change	2014-2015	% change	2015-2016	% change	2016-2017	% change
Full-time Faculty	254	250	-1.57%	247	-1.20%	261	5.67%	278	6.51%
Classified Staff	230	224	-2.61%	223	-0.45%	258	15.70%	318	23.26%
Administrators	29	27	-6.90%	34	25.93%	45	32.35%	57	26.67%

Our recruitment and hiring procedures are based on a shared responsibility of faculty, classified staff (where appropriate), and administrators to participate effectively in all phases of the hiring process. All personnel meet the minimum qualifications and have been thoroughly screened with all references checked. We carefully match the skills sets of prospective employees with the department and student needs, so that there will be a good fit. The best qualified applicants become Bakersfield College's long-term employees.

The College meets Standard III.A.1.

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

<<ACCJC Criteria from Guide for Evaluating Institutions:

The institution demonstrates that it has developed appropriate hiring criteria.

- *The institution advertises open positions using appropriate venues to attract quality candidates.*

- *The institution demonstrates it has a process to verify the qualifications of applicants and newly hired personnel.*

- *Checks are conducted on applications regarding the equivalency of degrees from non-U.S. institutions.*

- *The institution uses methods to ensure that qualifications for each position are closely matched to specific programmatic needs and that duties, responsibilities, and authority are clearly delineated.*

- *The institution demonstrates that all job descriptions are directly related to the institutional mission.*

- *The institution employs safeguards to ensure that hiring procedures are consistently followed.*

For institutions with a baccalaureate degree:

- *• The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with that position.*

List of Evidence
IIIA_DO_2017-HROrgChart_web
IIIA_KCCD_BP7B1_doc
IIIA_BC_Sec53021-Title5_doc
IIIA_BC_CCCCOminquals_web
IIIA_HR_FacAnncExmpl-17_doc

IIIA_BSIA_FacultyPostng_doc
IIIA_BC_Sec53420-Title5_doc
IIIA_HR_JobDescriptions_web
IIIA_KCCD_CareersHome_web
IIIA_HR_CSEA-CBAsec3-4_doc
IIIA_HR_AdSites-2017_doc

Standard III.A.2 – Human Resources

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

Bakersfield College has a great reputation statewide and nationally for teaching and learning because of its highly-qualified and capable faculty, staff, and administrators who share the same Core Values in Learning, Diversity, Integrity, Community, Wellness, and Sustainability (III.A.2-, IIIA_BC_MisnVisValues_web, IIIA_CAT_AboutBC_doc). We place the same emphasis of high quality on all potential faculty, regardless if they are full-time or part-time; vocational, transfer, or baccalaureate. In addition to our great reputation for teaching and learning, other competitive advantages to attracting high-quality faculty are Bakersfield College's stable and solid finances (described in our responses to Standard III.D) and highly-ranked salary and benefit compensation package coupled with a low cost of living (III.A.2-, IIIA_HR_SalaryScheds_web, IIIA_BC_CostLivingBfld_web).

Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook "*Minimum Qualification for Faculty and Administrators in California Community Colleges*" (III.A.2-, IIIA_HR_CCCCOminqual17_doc). Job descriptions also list specific areas of knowledge and abilities needed for the faculty position, including curriculum development and assessment of student learning outcomes (III.A.2-, IIIA_HR_FacAnncExmpl-17_doc). Article four of the faculty contract "*Agreement between the KCCD and KCCD CCA/CTA/NEA*" 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 (III.A.2-, IIIA_CCA_Arts467FrmsBCQ_doc).

Applicants apply through the KCCD Careers website (IIIA.2-, IIIA_KCCD_CareersHome_web). The Human Resources (HR) Department conducts an initial internal review process to ensure that all applicants forwarded on to the screening committee have a complete application portfolio and minimum qualifications are identified. The screening committee's faculty members are approved by the Academic Senate. The screening committee re-evaluates the applicants for minimum qualifications. Applicants can request equivalency by filling out the Equivalency form (linked to from within every job description posting) which is forwarded to the Equivalency Committee for determination (III.A.2-, IIIA_HR_EquivalencyApp_doc, IIIA_EC_EquivCommHome_web).

Analysis and Evaluation

Bakersfield College ensures that the recruitment processes for faculty is fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that reflect Section 5 of the Board Policy Manual (III.A.2-, IIIA_KCCD_BP5_doc). The HR Department verifies through a consistent review process that all applicants forwarded to the screening committee meet the minimum qualifications for the position and have a complete application packet.

Screening Committee Process

After the HR Department liaison trains the screening committee on the policies and procedures of recruitment and each member signs the confidentiality agreement, the screening committee follows a five-step process described in the evidence file (III.A.2-, IIIA_BC_ScreenProcess_doc,

IIIA_HR_FacultyBinder17_doc). This multi-step process ensures that the person hired has an adequate and appropriate knowledge of their field and their skill set matches the needs of the department and our students.

All faculty job description postings use a standardized template to ensure that all faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment. This includes the job descriptions for faculty in our Baccalaureate Degree in Industrial Automation (III.A.2-, IIIA_BSIA_FacultyPostng_doc).

Baccalaureate Faculty Qualifications

Faculty in our Baccalaureate Degree in Industrial Automation who teach the upper division courses must have a Master's Degree (or academic credential at least one level higher than the Bachelor's Degree) or Doctoral Degree, in an appropriate discipline. In cases where no Master's Degree is available for the field of study, upper division faculty need to have a Bachelor's Degree in a closely-related discipline, and a Master's Degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure. Because of our reputation and hiring practices, we already had faculty in related disciplines who already had the qualifications needed for teaching the upper division courses before we created the Baccalaureate degree.

The College meets Standard III.A.2.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The college demonstrates that it has a consistent process to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter.*

- *The college has a formal process for vetting credentials, and other forms of preparation, to ensure that qualified faculty are selected for hire.*

- *All faculty job descriptions include the responsibility for curriculum oversight and student learning outcomes assessment.*

For institutions with a baccalaureate degree:

- *The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than a baccalaureate degree) or doctoral degree, in an appropriate discipline.*

- *In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.*

- *The Commission may require some faculty in non-career technical education baccalaureate programs to have a recognized terminal degree in the field of study.*

List of Evidence
IIIA_BC_MisnVisValues_web
IIIA_CAT_AboutBC_doc
IIIA_HR_SalaryScheds_web

IIIA_BC_CostLivingBfld_web
IIIA_HR_CCCCOminqual17_doc
IIIA_HR_FacAnncExmpl-17_doc
IIIA_CCA_Arts467FrmsBCQ_doc
IIIA_KCCD_CareersHome_web
IIIA_HR_EquivalencyApp_doc
IIIA_EC_EquivCommHome_web
IIIA_KCCD_BP5_doc
IIIA_BC_ScreenProcess_doc
IIIA_HR_FacultyBinder17_doc
IIIA_BSIA_FacultyPostng_doc

Standard III.A.3 – Human Resources

Standard III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

Bakersfield College administrators and employees responsible for educational programs and services share the same Core Values described in our response to Standard III.A.2 and are well-qualified to do their work because of a rigorous and thorough process similar to what we described above for faculty in that Standard. Job descriptions include language on education and experience, including the minimum qualifications that align with the Chancellor's Office handbook "*Minimum Qualification for Faculty and Administrators in California Community Colleges*" (III.A.3-, IIIA_HR_CCCCOminqual17_doc, IIIA_HR_JobDescriptions_web).

Applicants apply through our KCCD Careers website and the Human Resources (HR) Department conducts a thorough internal review process to ensure applicants are qualified prior to the screening committee reviewing them (IIIA.3-, IIIA_KCCD_CareersHome_web). Special care is taken to ensure applicants have appropriate and qualified credentials, transcripts and references, as well as a complete application including application form, résumé, transcripts, letter of intent, and references. The screening committee re-evaluates the applicants for minimum qualifications.

Analysis and Evaluation

Bakersfield College ensures that the recruitment processes for administrators is fair, equitable, and thorough by using a formalized process administered by the HR Department with standardized procedures that reflect Sections 6B and 7 of the Board Policy Manual and Title 5 regulations (III.A.3-, IIIA_KCCD_BP6B_doc, IIIA_KCCD_BP7B1_doc, IIIA_BC_Sec53420-Title5_doc). The HR Department verifies through a consistent review process that all applicants forwarded to the screening committee meet the minimum qualifications for the position and have a complete application packet.

The screening committee process is the same as what is outlined in our response to Standard III.A.2 except Step 5 might include a college forum to meet and interview the finalists (III.A.3-, IIIA_HR_ClassfdBinder17_doc, IIIA_HR_MangmntBinder17_doc). This multi-step process ensures that the administrator or other employee responsible for educational programs and services possesses the qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality and that their skill set matches the needs of the department and our students.

The College meets Standard III.A.3.

<<ACCJC Criteria from Guide for Evaluating Institutions: (just one for III.A.3)

The institution demonstrates that it has a process to determine if administrators and other employees responsible for educational programs and services possess the qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

List of Evidence

IIA_HR_CCCCOminqual17_doc
IIIA_HR_JobDescriptions_web
IIIA_KCCD_CareersHome_web
IIIA_KCCD_BP6B_doc

IIIA_KCCD_BP7B1_doc
IIIA_BC_Sec53420-Title5_doc
IIIA_HR_ClassfdBinder17_doc
IIIA_HR_MangmntBinder17_doc

Standard III.A.4 – Human Resources

Standard III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Bakersfield College ensures that degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies by requiring applicants to produce official, unopened transcripts from their institution to the Human Resources (HR) Department through the application process. The HR Department verifies that official transcripts are from accredited institutions. The process of vetting transcripts from outside the US requirements is clearly stated on job announcements as "*Degrees and credits must be from accredited institutions (Title V Section 53406). Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service*" (III.A.4-, IIIA_HR_FacAnncExmpl-17_doc, IIIA_BSIA_FacultyPostng_doc, IIIA_HR_EngrFacultyAnnc_web, IIIA_HR_CCCCOminqual17_doc). Many faculty and administrators have Doctorates in their respective fields of expertise (III.A.4-, IIIA_CAT_FacAdmin1718_doc).

The Bakersfield College Equivalency Committee meets regularly and will convene off schedule if the need arises to review faculty qualifications to determine if minimum qualifications are met using the Equivalency Criteria stated in Procedure 5G4C1 of the Board Policy Manual (III.A.4-, IIIA_KCCD_BP5_doc). The committee then notifies the candidate, department administrator, and HR of their decision (III.A.4-, IIIA_EC_EquivProcdure_doc).

Analysis and Evaluation

Bakersfield College's well-established hiring procedures, that include evaluation of official transcripts, ensure that we verify the qualifications of applicants and newly hired personnel. Well-trained personnel in the HR Department administer these hiring procedures to ensure that they are conducted consistently and fairly to all applicants.

The College meets Standard III.A.4.

<<ACCJC Criteria from Guide for Evaluating Institutions:
- *The institution demonstrates that it verifies the qualifications of applicants and newly hired personnel.*
- *Degrees from non-U.S. institutions are validated for equivalency.*

List of Evidence
IIIA_HR_FacAnncExmpl-17_doc
IIIA_BSIA_FacultyPostng_doc
IIIA_HR_EngrFacultyAnnc_web
IIIA_HR_CCCCOminqual17_doc
IIIA_KCCD_BP5_doc
IIIA_EC_EquivProcdure_doc

Standard III.A.5 – Human Resources

Standard III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Bakersfield College employee evaluation procedures for both faculty (full-time and adjunct) and classified employees are outlined in their respective collective bargaining agreements (III.A.5-, IIIA_CCA_Arts467FrmsBCQ_doc, IIIA_HR_CSEA-CBAsec3-4_doc). The evaluation process for each bargaining unit within the district is negotiated. This results in different evaluation criteria for each of the bargaining groups. Confidential employees and management employees are not represented and the process for each of these employee groups is outlined in the Kern Community College District Board Policy 6E (III.A.5-, IIIA_KCCD_BP6E-MgtEval_doc).

The employee evaluation process varies across the employee groups, but the purpose is the same for all employees: to provide feedback regarding their performance that leads to improvement of their job performance. All departments are responsible for ensuring their evaluations have been completed and turned in. However, they are also monitored by the Human Resources (HR) Department.

Analysis and Evaluation

Bakersfield College evaluates all personnel and documentation is on file in the employee's permanent personnel file stored in the HR Department. Written criteria are established for evaluating personnel that enables us to accurately measure the effectiveness of personnel in performing their duties. The written criteria are given in both faculty and classified collective bargaining agreements and in Board Policy for confidential and management employees.

Improvement Needed for Completion of Evaluations on a Regular Basis

Full time faculty are evaluated in each of their first four years, and once every three years following the granting of tenure as specified in the faculty collective bargaining agreement. Part time faculty are evaluated in their first semester teaching, and every three years thereafter. The faculty evaluation process is described more fully in our responses to Standards II.A.2, II.A.3, and II.A.8.

We have had challenges in the past with keeping evaluations for classified employees and management current. The campus HR manager in collaboration with the Vice Chancellor of HR at the District Office has come up with an improvement plan for keeping all evaluations current (II.A.5-, <evidence file>)

[NOTE: Dena is working on the percentage breakdown by year for the last three years of our evaluation currency. Dena is also working on a documented plan for how we are going to improve currency going forward. Assuming we can get all of that complete, we may be able to move this into our Evidence of Meeting the Standard section since we would be already working on the plan. Also, we need to focus on getting as current as possible with all evaluations prior to the visit from the team]

==??The College meets Standard III.A.5.??==

<<ACCJC Criteria from Guide
  - *The college has a process is in place to ensure that evaluations lead to improvement of job performance.*

- *The college demonstrates that performance evaluations are completed on a regular basis.*
- *Evaluation criteria accurately measure the effectiveness of personnel in performing their duties.*

List of Evidence
IIIA_CCA_Arts467FrmsBCQ_doc
IIIA_HR_CSEA-CBAsec3-4_doc
IIIA_KCCD_BP6E-MgtEval_doc
<evidence file> ***Dena's plan for keeping evaluations current***

Standard III.A.6 – Human Resources

Standard III.A.6

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

<<This Standard has been removed by the Commission>>

Evidence of Meeting the Standard

Analysis and Evaluation

<<ACCJC Criteria from Guide
- *The evaluation process leads faculty to improve teaching methods and plans to improve learning.*
- *Evaluative instruments, where appropriate, include evidence of engagement with student learning outcomes.*

List of Evidence

Standard III.A.7 – Human Resources

Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

Bakersfield College uses state law and regulations to determine the sufficient number of qualified faculty. Bakersfield College adheres to California Education Code, section 84362(d), known as the "50% law" that requires districts to have at least 50% of their expenses be toward the direct instruction of students (III.A.7-, IIIA_BC_EdCode84362(d)_web). Bakersfield College adheres to California Code of Regulations Title 5, section 51025, that requires districts to adjust the number of full-time faculty from the prior year's number in proportion to the amount of growth in funded credit Full-Time Equivalent Student (FTES) (III.A.7-, IIIA_BC_Title5-FacNums_doc). The Faculty Obligation Number (FON) is set for the Kern Community College District (KCCD) as a whole by the State Chancellor's office and then the KCCD Chancellor, in consultation with the KCCD Chancellor's Cabinet, sets individual college FON targets (III.A.7-, IIIA_BC_CCCCO-FON_web). The FON ensures that Bakersfield College has the appropriate staffing levels for the college as a whole.

Our Baccalaureate degree program in Industrial Automation has five full-time faculty plus the faculty department chair assigned to the program (III.A.7-, IIIA_BSIA_EIT-OrgChart_doc, IIIA_BSIA_FacultyList_web).

Analysis and Evaluation

In the past two years we hired a large number full-time faculty as described in our response to Standard III.A.1. In our response to Standard III.D.4 we show Bakersfield College's ratio of direct instruction expenditures to total expenditures for the past five years as 64 percent or greater. Bakersfield College uses its Program Review process described in our responses to Standards I.A and I.B to identify faculty staffing needs for each program and service (III.A.7-, IIIA_PRC_17ProgRevHndbk_doc). One of the forms in the Program Review process is the "Faculty Request" form in which a program provides a summary and rationale for their faculty position request (III.A.7-, IIIA_PRC_FacultyReqFrm_doc).

The requests are then sent to the Faculty Chairs and Directors Council (FCDC) to go through a voting process for prioritization after lengthy discussion of each department's needs (III.A.7-, IIIA_FCDC_Home_web, IIIA_FCDC_2018PositnReq_doc, IIIA_FCDC_2016FacVote_doc). After the FCDC votes on the positions, the information is forwarded to the Bakersfield College President. The President works in conjunction with the Vice President, Administrative Services on the budget impact of the faculty requests, including long-term financial impact of adding new faculty to ensure we have sustainable financial resources. The President uses the FCDC prioritization list as a guideline for final recruitment decisions within the constraints of meeting the FON. The President then submits a revised prioritization list to the Chancellor for review and approval according to KCCD Board Policy 6A5A7 and 6A5B2 (III.A.7-, IIIA_KCCD_BP6A_doc). These multiple levels of review and analysis ensure we make the best decisions about the appropriate staffing levels for each program and service. The Baccalaureate program meets the requirement of the number of full-time faculty.

The College meets Standard III.A.7.

<<ACCJC Criteria from Guide

- *The institution demonstrates that it has the appropriate staffing levels for each program and service.*

For institutions with a baccalaureate degree:
• There is at least one full-time faculty member assigned to the baccalaureate program.

List of Evidence
IIIA_BC_Title5-FacNums_doc
IIIA_BC_CCCCO-FON_web
IIIA_BSIA_EIT-OrgChart_doc
IIIA_BSIA_FacultyList_web
IIIA_PRC_FacultyReqFrm_doc
IIIA_FCDC_Home_web
IIIA_FCDC_2018PositnReq_doc
IIIA_FCDC_2016FacVote_doc
IIIA_KCCD_BP6A_doc

Standard III.A.8 – Human Resources

Standard III.A.8

An institution with part-time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Policies on evaluation, security, and seniority of part-time and adjunct faculty are covered Article Eight of the faculty collective bargaining agreement (III.A.8-, IIIA_CCA_Arts467FrmsBCQ_doc). Bakersfield College provides an Adjunct Orientation before the start of each semester for our part-time and adjunct faculty (III.A.8-, IIIA_BC_F17AdjnctOrien_doc). We invite our part-time and adjunct instructors to the College FLEX week workshops that occur before the start of each semester as well as the Opening Day to get a big picture view of the direction of the College from the President and other college leaders (III.A.8-, IIIA_PDC_FlexWkSchedF17_doc, IIIA_OP_F17OpeningDay_doc). We publish regularly a professional development newsletter that describes the trainings available to all employees, including part-time and adjunct faculty, throughout the year (III.A.8-, IIIA_PD_Aug17Newsltr_doc).

Analysis and Evaluation

Bakersfield College adheres to the evaluation, security, and seniority of part-time and adjunct faculty policies and practices negotiated by the Kern Community College District and the faculty CCA union. In addition, Bakersfield College offers multiple opportunities for part-time and adjunct faculty to participate in professional development sessions. In addition, part-time and adjunct faculty are invited to participate in any of the participatory governance committees on campus as well as other special initiatives related to our strategic directions. These activities help them to be appropriately oriented to Bakersfield College and our students and to become engaged with the academic processes of Bakersfield College.

The College meets Standard III.A.8.

<<ACCJC Criteria from Guide
The institution has policies and practices demonstrating that part-time and adjunct faculty have opportunities for professional development, are appropriately oriented to the institution and its student populations, and are engaged in key academic processes.

List of Evidence
IIIA_CCA_Arts467FrmsBCQ_doc
IIIA_BC_F17AdjnctOrien_doc
IIIA_PDC_FlexWkSchedF17_doc
IIIA_OP_F17OpeningDay_doc
IIIA_PD_Aug17Newsltr_doc

Standard III.A.9 – Human Resources

Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Bakersfield College uses its Program Review process described in our responses to Standards I.A and I.B to identify support staffing needs for each program, service, and administrative area (III.A.9-, IIIA_PRC_17ProgRevHndbk_doc). One of the forms in the Program Review process is the "Classified Position Request" form in which a program provides a summary and rationale for their classified staff position request (III.A.9-, IIIA_PRC_ClassfdReqFrm_doc). Three sections of the form address the rationale and justification for the request.

Analysis and Evaluation

The process that Bakersfield College uses to prioritize classified staff needs is very similar to the process for faculty requests described in our response to Standard III.A.7. The Faculty Chairs and Directors Council (FCDC), in collaboration with the CSEA Classified union, creates a prioritized list after a thorough analysis of the Classified Position Request forms and short oral reports by each area for their support staffing needs (III.A.9-, IIIA_FCDC_2018PositnReq_doc). Each member of FCDC can vote for a certain number of classified positions equal to half the requests plus one, e.g., if there are 23 requests, then each member can vote for 11 + 1 = 12 positions (III.A.9-, IIIA_FCDC_ClassfdBallot_doc). Votes are compiled and the position with the highest number of votes is designated the highest priority and so on down the line.

The President works in conjunction with the Vice President, Administrative Services on the budget impact of the classified staff requests, including long-term financial impact of adding new support staff to ensure we have sustainable financial resources. The President revises the prioritization list as necessary and submits the list to the Chancellor for review and approval according to KCCD Board Policy 6A5A7 and 6A5B2 (III.A.7-, IIIA_KCCD_BP6A_doc). These multiple levels of review and analysis ensure we make the best decisions about the appropriate number and qualifications for staff to support the effective educational, technological, physical, and administrative operations of Bakersfield College.

The College meets Standard III.A.9.

<<ACCJC Criteria from Guide   (just one)
The institution has policies and practices to determine the appropriate number and qualifications for support personnel.

List of Evidence

IIIA_PRC_17ProgRevHndbk_doc
IIIA_PRC_ClassfdReqFrm_doc
IIIA_FCDC_2018PositnReq_doc
IIIA_FCDC_ClassfdBallot_doc
IIIA_KCCD_BP6A_doc

Standard III.A.10 – Human Resources

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Bakersfield College does an annual analysis and every three years completes a comprehensive analysis of the college administrative structure (III.A.10-, IIIA_CC_03Mar17AdminOrg_doc, IIIA_CC_AdminRv17Mar17_doc, IIIA_CC_1819AdminRev_doc, IIIA_CC_01Dec17Mins_mtg). The Re-Organization Task Force is made up of representatives from all three employee groups (Administrators, Faculty, and Classified). During the analysis, the team reviews information on the various responsibilities of each administrator and then makes a recommendation for any additions, changes, or deletions of positions. The recommendation is made to College Council and ultimately is given as a recommendation to the College President. The College President then makes the final decision on positions hired.

Analysis and Evaluation

During the analysis of the administrative structure, the Re-Organization Task Force considers quantity of full-time faculty reporting to the position, quantity of classified reporting to the position, other grants or initiatives under the purview of the administrator, volume of day-to-day work, and evaluation of the impact of new grants, initiative, or staffing coming on the horizon. Bakersfield College's comprehensive process of administrative structure review ensures that we maintain a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support Bakersfield College's mission and purposes.

The College meets Standard III.A.10.

<<ACCJC Criteria from Guide   (just one)

The institution has policies and practices to determine the appropriate number, qualifications, and organization of administrators.

List of Evidence

IIIA_CC_03Mar17AdminOrg_doc
IIIA_CC_AdminRv17Mar17_doc
IIIA_CC_1819AdminRev_doc
IIIA_CC_01Dec17Mins_mtg

Standard III.A.11 – Human Resources

Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Bakersfield College adheres to the written personnel policies and procedures stated in the Kern Community College District (KCCD) Board Policy Manual sections 5, 6, and 7 along with any negotiated items in the collective bargaining agreements for the faculty and the classified staff. These are posted on the KCCD public website under the Board of Trustees section, one mouse-click away from the KCCD homepage (III.A.11-, IIIA_KCCD_BOT-Home_web). Faculty and classified staff collective bargaining agreements are also posted on the Human Resources website (III.A.11-, IIIA_HR_EmployContracts_web). Employee forms are posted in the Employees section of InsideBC or InsideKCCD (III.A.11-, IIIA_BC_EmployeesInsdBC_web, IIIA_HR_EmployeeForms_web).

Analysis and Evaluation

Bakersfield College publicizes its personnel policies on easily-accessible public websites. In our response to Standard I.C.5, we describe how we regularly review and, if necessary, revise our institutional policies, including our personnel policies. In our response to Standard I.C.8 we describe the KCCD ethics code stated in Board Policy 7E that requires fair and honest interactions with each other. Any personnel policies and procedures contained in collective bargaining agreements are analyzed carefully and regularly as part of the negotiation process. Publishing the policies and procedures on public websites and educating our employees about those policies and procedures is how we hold ourselves accountable to each other for a consistent and equitable administration of those policies and procedures.

Other accountability measures are the KCCD Climate Survey given every two to three years and the Bakersfield College Accreditation Survey that we will describe more fully in our responses to Standard IV.D (III.A.11-, IIIA_IR_ClimateSurveys_web, IIIA_IR_Climate2016_doc). Although they do not explicitly ask about consistent and equitable administration of personnel policies and procedures in those surveys, they do ask about the effectiveness and quality of services provided by the various service and administrative areas, including Human Resources, and about interactions between the employee groups with opportunities to provide narrative explanations. The Climate Survey also has a section regarding work atmosphere that measures how valued employees feel, the morale at their work location, and how open the work environment is to diverse perspectives. Inconsistent and inequitable administration of our personnel policies and procedures would lead to low scores in those areas of the survey which would lead us to identify and correct particular problem areas.

In the work atmosphere section of the latest KCCD Climate Survey (in 2016), over 70% of Bakersfield College employees said they felt valued as an employee, a substantial increase from 2013. Morale increased by twenty percentage points compared to previous years. Bakersfield College also had a substantial increase in the percentage of employees who said they felt consulted and listened to regarding workplace decisions. In the interactions section of the Climate Survey, positive responses ranged from 66% for interactions with managers/administrators to 92% for interactions with faculty. The interactions with immediate supervisors was positively rated by 79% of employees.

The College meets Standard III.A.11.

<<ACCJC Criteria from Guide
- *The institution ensures that it administers its personnel policies and procedures consistently and equitably.*
- *The institution regularly reviews and, if necessary, revises its personnel policies.*
- *The institution publicizes its personnel policies.*

List of Evidence
IIIA_KCCD_BOT-Home_web
IIIA_HR_EmployContracts_web
IIIA_IR_ClimateSurveys_web
IIIA_IR_Climate2016_doc
IIIA_BC_EmployeesInsdBC_web
IIIA_HR_EmployeeForms_web

Standard III.A.12 – Human Resources

Standard III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

One of Bakersfield College's Core Values is Diversity: "We insist that diversity be valued and promoted, recognizing that multiple perspectives lead to a better education and knowledge of the world; listening and witnessing different experiences helps us to understand and contextualize power and privilege related to gender, race, class, religion, disability, and sexuality in terms of access and barriers to resources and opportunities" (III.A.12-, IIIA_BC_MisnVisValues_web, IIIA_CAT_AboutBC_doc). Because of our Diversity core value, we provide a broad range of trainings that support, encourage, and address diversity issues on campus and among a diverse population of personnel and students. The Professional Development Committee ensures that Flex Week and other workshops in the year include ones addressing diversity issues along with others that enhance job performance overall (III.A.12-, IIIA_PD_DivrstyFlex1517_web). In addition, we keep a focus on diversity issues through the Equal Opportunity & Diversity Advisory Council (III.A.12-, IIIA_EOADAC_ChargeHome_web). Bakersfield College hosted two national Equity Conferences, in 2014 and 2015, to help focus attention on key equity and diversity issues (III.A.12-, IIIA_PD_EquitySummit14_web, IIIA_PD_EquityInAction_web).

Analysis and Evaluation

Bakersfield College's professional development, adherence to Board Policy and other personnel policies, and its formalized committee structure ensures that all personnel and students are treated fairly and that we promote an understanding of equity and diversity. Our Diversity Core value is also expressed in our commitment to hiring a diverse faculty and staff and we keep track of our employment equity record (III.A.12-, IIIA_IR_EmployeeDemogrf_web, IIIA_IR_EmployeeData_doc). In our Program Review process, each program, service unit and administrative unit fill out the Professional Development Request form asks for needed professional development opportunities as well as topics about which the program or unit would be willing to present a workshop (III.A.12-, IIIA_PRC_ProfDevReq_doc). The form is passed on to the Professional Development Committee (PDC). In addition to the program review process, PDC gets input from personnel across the College for "activities and opportunities which will enhance job performance, personal growth, and social interaction among all Bakersfield College employees, thereby developing a sense of campus community" (III.A.12-, IIIA_PDC_Home-Chrg_web).

Section 3 of the KCCD Climate Survey is about diversity (III.A.12-, IIIA_IR_Climate2016_doc). Bakersfield College employees were generally positive about the climate being welcoming and supportive to similarities and differences in all areas of diversity (race/ethnicity, gender, disability, age, sexual orientation, religion, and educational level). Responses ranged from 71% for religion to 83% for both race/ethnicity and gender. In our response to Standard I.B.1, we describe Equity TV, our weekly program that hosts a diverse range of local community members, faculty, staff, students, and dignitaries who explore educational and career goals and other opportunities made possible by pursuing higher education (III.A.12-, IIIA_BC_EquityTV_web).

The College meets Standard III.A.12.

<<ACCJC Criteria from Guide
- _The institution's policies and practices promote an understanding of equity and diversity._
- _The institution regularly evaluates these policies and practices to assure they are effective._

- *The institution has methods to determine the kinds of support its personnel need and regularly evaluates the effectiveness of these programs and services.*
- *The institution tracks and analyzes its employment equity record.*
- *The institution ensures that its personnel and students are treated fairly.*

List of Evidence
IIIA_BC_MisnVisValues_web
IIIA_CAT_AboutBC_doc
IIIA_PD_DivrstyFlex1517_web
IIIA_EOADAC_ChargeHome_web
IIIA_PD_EquitySummit14_web
IIIA_PD_EquityInAction_web
IIIA_IR_EmployeeDemogrf_web
IIIA_IR_EmployeeData_doc
IIIA_PRC_ProfDevReq_doc
IIIA_PDC_Home-Chrg_web
IIIA_IR_Climate2016_doc
IIIA_BC_EquityTV_web

Standard III.A.13 – Human Resources

Standard III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

One of Bakersfield College's Core Values is Integrity: "We continue to develop and follow an ethical and moral consciousness which places the collective wellbeing and health above the self; this principled environment allows for open, constructive conversations and teaches us to trust each other's vision so that we will be useful and effective in providing support, resources, and encouragement" (III.A.13-, IIIA_BC_MisnVisValues_web, IIIA_CAT_AboutBC_doc). Because of our Integrity core value, we support and adhere to the Kern Community College District Ethics Code stated in Section 7E of the Board Policy Manual (III.A.13-, IIIA_KCCD_BP7E-Ethics_doc). Consequences for violations are addressed in the collective bargaining agreements for classified staff and faculty and follow California Education Code section 87732 for all employees (III.A.13-, IIIA_CCA_Discipline1720_doc, IIIA_CSEA_Disciplin1518_doc, IIIA_KCCD_CA-EdCod87732_web).

Analysis and Evaluation

Bakersfield College has an approved ethics policy for all of its personnel which delineates consequence for violation. Reports of ethical misconduct are made through EthicsPoint from the "Report Misconduct" link at the bottom of every page on the Bakersfield College website (in the Consumer Information set of links). The EthicsPoint service provides "simple, risk-free ways to anonymously and confidentially report activities that may involve violations of Kern Community District Ethics Policy or even criminal conduct" (III.A.13-, IIIA_KCCD_EthicsPoint_web). EthicsPoint reports are distributed to the appropriate administrator and investigated promptly. The person or party who reported the misconduct are kept updated online.

The College meets Standard III.A.13.

<<ACCJC Criteria from Guide (just one)
The institution has an approved ethics policy for all of its personnel, which delineates consequences for violation.

List of Evidence

IIIA_BC_MisnVisValues_web
IIIA_CAT_AboutBC_doc
IIIA_KCCD_BP7E-Ethics_doc
IIIA_CCA_Discipline1720_doc
IIIA_CSEA_Disciplin1518_doc
IIIA_KCCD_CA-EdCod87732_web
IIIA_KCCD_EthicsPoint_web

Standard III.A.14 – Human Resources

Standard III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Although Bakersfield College's Core value of Learning makes one think of the excellent education we provide our students, we realize that Bakersfield College's greatest resource is its employees, so we offer a multitude of trainings for faculty, classified staff, and administrators throughout the year. Our professional development efforts arise out of our desire to ensure learning happens through continuous professional development directed toward enhancing student learning, student achievement and student success. Special attention to professional development also arises from our Core value of Sustainability: "…unceasingly place our energies into imagining how we might sustain and renew our fiscal, *human*, and environmental resources into the future" [emphasis added] (III.A.14-, IIIA_BC_MisnVisValues_web, IIIA_CAT_AboutBC_doc). In our responses to Standards II.A.2 and II.A.7, we describe the professional development we provide our faculty directed toward improving teaching methodologies. In our response to III.A.12 we describe our professional development around diversity and equity training.

The variety of avenues for professional development at Bakersfield College include:

- The FLEX week workshops that occur during the week before the start of the Fall and Spring semesters (III.A.14-, IIIA_PDC_FlexWkSchedF17_doc, IIIA_OP_F17OpeningDay_doc). This is the primary avenue of professional development coordinated by the Professional Development Committee (PDC) (III.A.14-, IIIA_PDC_Home-Chrg_web).
- Another avenue coordinated by PDC are the FLEX workshops offered throughout the year (III.A.14-, IIIA_PDC_PastWkshop2017_web).
- A third avenue is hosting conferences and summits on the Bakersfield College campus with specific themes tied to the priorities of the College (III.A.14-, IIIA_PDC_PastConfr2017_web).
- The fourth avenue is to send staff from all three employee groups off to conferences and offsite trainings, in many cases as presenters for various relevant topics (III.A.14-, IIIA_CL_ProfDev2017_doc). The Closing the Loop document shows we spent approximately $212,195 on the first four avenues for professional development in fiscal year 2016-17.
- The fifth and final avenue is the year-long Kern Community College Leadership Academy that develops classified, faculty and management employees to prepare for leadership roles at every level of the organization (III.A.14-, IIIA_KCCD_LeaderAcad_web, IIIA_KCCD_LedrAcadApp17_doc).

The two methods that the Professional Development program manager, in collaboration with the PDC, gathers information about the faculty, staff, and administrator training needs are:

- Two short surveys conducted each semester (III.A.14-, IIIA_PDC_2017survey_doc).
- Data input in the program review process (III.A.14-, IIIA_PRC_17ProgRevHndbk_doc). In the Resource Request and Analysis section of the program review form itself, each program or service/administrative unit are asked to briefly describe the effectiveness of the professional development the program/unit has been engaged in (either providing or attending) during the last cycle. Each program/unit can also submit the Professional Development Request form that

asks for needed professional development opportunities as well as topics about which the program or unit would be willing to present a workshop (III.A.14-, IIIA_PRC_ProfDevReq_doc).

Analysis and Evaluation

Bakersfield College offers professional development trainings that are consistent with our mission and arise from our Core Values of Learning, Diversity, and Sustainability. The short PDC surveys enable us to evaluate and offer training opportunities specific to faculty, staff, and administrators' stated training needs. We use the surveys to check before and after understanding a workshop and to solicit feedback on the quality of our professional development efforts. Embedding the professional development questions and data entry into our annual program review process ensures that we are regularly and systematically identifying and evaluating the professional development activities we engage in as well as measuring the impact of the activities on the improvement of teaching and learning.

The College meets Standard III.A.14.

<<ACCJC Criteria from Guide
- *The institution offers professional development programs consistent with its mission.*
- *The institution has methods to identify professional development needs of its faculty and other personnel.*
- *The college engages in meaningful evaluation of professional development activities and uses results for improvement.*
- *The college measures the impact of professional development activities on the improvement of teaching and learning.*

List of Evidence
IIIA_BC_MisnVisValues_web
IIIA_CAT_AboutBC_doc
IIIA_PDC_FlexWkSchedF17_doc
IIIA_OP_F17OpeningDay_doc
IIIA_PDC_Home-Chrg_web
IIIA_PDC_PastWkshop2017_web
IIIA_PDC_PastConfr2017_web
IIIA_CL_ProfDev2017_doc
IIIA_KCCD_LeaderAcad_web
IIIA_KCCD_LedrAcadApp17_doc
IIIA_PDC_2017survey_doc
IIIA_PRC_17ProgRevHndbk_doc
IIIA_PRC_ProfDevReq_doc

Standard III.A.15 – Human Resources

Standard III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All official personnel records are maintained at the Human Resources Department in the Kern Community College District Office. Files are stored in a secure room with keypad access. Only designated Human Resources employees are given access to the personnel records. Employee medical files are kept in a separate file in a secure location at the District Office in a locked area. The Human Resources campus branch at Bakersfield College maintains copies of employee files and they are stored in a locked storage room with access only provided to Human Resources staff.

The collective bargaining unit agreements for faculty and classified enables employees to review and access their personnel records and files with a Human Resources staff member present. Direct supervisors may review the personnel files of their employees. All requests for review of personnel files and records shall be in writing and require an appointment with Human Resources (III.A.15-, IIIA_CCA_PersRecords17_doc, IIIA_CSEA_PersRecords15_doc).

Analysis and Evaluation

Bakersfield College ensures that personnel records are kept confidential and provides access to employees and supervisors upon request.

The College meets Standard III.A.15.

<<ACCJC Criteria from Guide
- *The institution has provisions for keeping personnel records secure and confidential.*
- *The institution provides employees access to their records.*

List of Evidence

IIIA_CCA_PersRecords17_doc
IIIA_CSEA_PersRecords15_doc