College Council Meeting Minutes
January 19, 2018
[College Council Website](#)

College Council Members Present:	Nan Gomez-Heitzeberg, Cindy Collier, Bill Moseley, Sue Vaughn, Michael Harvath, Jessica Wojtysiak, Kimberly Bligh, Krista Moreland, Faith Bradham, John Hart, Greg Cluff, Bernadette Martinez, Chris Glaser
Guests/Substitutes:	SGA Senator Mustapha Barraj, Yadira Guerrero, Todd Coston, Manny Mourtzanos, Michelle Pena, Victor Diaz, Lesley Bonds, Bill Potter, Janet Fulks, Jennifer Achan, Mustapha Barraj, Todd Coston, Nick Strobel, Jesse Oropeza, Chris Cruz-Boone, Abel Guzman
Phone:	Jennifer Johnson
Next meeting:	February 2, 2018

Welcome and Overview of Agenda

Approval of Minutes
A motion was made by Moreland and seconded by Bradham to approve minutes of [December 7, 2017](#). Motion carried

President's Report
https://committees.kccd.edu/sites/committees.kccd.edu/files/President%27s%20report%20to%20College%20Council%20January%2019%2C%202018-v2.pdf

Enrollment Report, January 16, 2018

Bakersfield College	Point-in-Time Comparison[1]			
	Spring - First Day of Term			
	Spring 2017	**Spring 2018**	Diff	% Chg
Current Headcount	18,542	19,853	1,311	7.1%
Duplicated Enrollments	50,794	53,368	2,574	5.1%
Waitlisted Enrollments[2]	4,964	4,980	16	0.3%
Current FTES[3]	6,449.0	6,716.7	267.7	4.2%
Workload (FTEF)	432.0	461.3	29.3	6.8%
FTES/FTEF[4]	14.9	14.6	-0.4	-2.5%
Active Sections	1,956	2,151	195	10.0%

Online Education Initiative
Focus at BC is to provide full program offerings to ensure our community needs are met.

Accreditation ISER Draft Review
https://committees.kccd.edu/sites/committees.kccd.edu/files/CC_2017-18%20Strobel%20Presentation-Standard2A2B-CollegeCouncil.pdf
Strobel directed the Council the draft document posted to the College Council website and highlighted the components of the Standards as noted below.
Standard IIA, Instructional Programs
- Standard #1: All our instructional programs fit BC's mission, are college-level and lead to students attaining specified learning outcomes.
- Standard #2: All faculty ensure that the "what" and "how" of their teaching meets BC's standards and expectations and are continuously improving.
- Standard #3: All courses have SLOs and all programs have PLOs and we assess them all regularly. SLOs are on the COR and stated in the syllabus.

- Standard #4: We distinguish our pre-collegiate courses from the collegiate courses and the pre-collegiate courses prepare students for college-level work.
- Standard #5: Our programs really are college-level, follow established national norms, and have the appropriate unit amounts (Associate: ≥ 60 units and Baccalaureate: ≥ 120 units).
- Standard #6: We schedule our classes so that students can complete their program in a reasonable time.
- Standard #7: We effectively use a variety of delivery modes, teaching methods, and assessment methods to match our students needs.
- Standard #8: We have valid course and program pre-requisites and placement methods and unbiased exams and assessment tools.
- Standard #9: Course credit and program completion are based on the SLOs and PLOs. Units earned meet national norms and Federal requirements.
- Standard #10: We clearly communicate our transfer policies, we accept transfer courses if they meet our SLOs, and we make sure our students can transfer on to other schools if appropriate.
- Standard #11: All programs will include learning outcomes in: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and program-specific learning outcomes.
- Standard #12: We have a carefully considered philosophy of GenEd and criteria for including courses in our GenEd based on the GELOs and course SLOs. The GELOs prepare a student: to participate in civil society responsibly, to learn how to learn, and have broad content knowledge in the arts and humanities, sciences, mathematics, and social sciences.
- Standard #13: All degree programs focus on a particular area and the courses in degree programs meet the PLOs and provide mastery of key theories and practices in that particular area.
- Standard #14: Students getting CTE certificates and degrees have the skills needed to be employed in their program's subject area and pass the licensure exams.
- Standard #15: When programs are eliminated or significantly change, we make sure already enrolled students can complete their program in a timely manner without disruption.
- Standard #16: We regularly evaluate and improve ALL instructional areas. BC is striving to improve all of our courses and programs to enhance learning outcomes and student achievement.

Standard IIB, Library and Learning Support Services
- Standard #1: We have a great library and other academic support services (tutoring, learning centers, computer labs, other technology, etc.) of sufficient quality and variety to meet the needs of *all* our students.
- Standard #2: Faculty, including librarians, and learning support professionals decide what equipment and materials we need to make sure learning happens.
- Standard #3: The library and other academic support services are assessed as to how well they help students meet BC's learning outcomes. The assessments lead to improvements in those services.
- Standard #4: We document the formal agreements we have with external libraries and academic support services and we ensure these external resources help us meet our mission, are effective, and students can easily use them.

Metamajor Momentum Points
https://committees.kccd.edu/sites/committees.kccd.edu/files/CC_2017-18_Momentum%20Points%20for%20Learning%20and%20Career%20Pathways%20-%20Spring%202018_0.pdf
Fulks directed the Council to the posted report, and highlighted student data on the following:
- Momentum Point #1: Attempting 15+ Units by the end of the first primary term (Includes summer)

- o There are large differences among the pathway groups in terms of the proportion of students attempting 15+ units by the end of the fall 2017 semester. Overall, 17.8% of students attempted 15 or more units by the end of fall 2017 (n=941).
- Pre- Momentum point #2 Enrolled in English
- Pre- Momentum point #2 Enrolled in Math

Strategic Directions Initiative Development
https://committees.kccd.edu/sites/committees.kccd.edu/files/CC_2017-18_%20Strategic%20Directions%20Initiative%20Solicitation%202017.pdf
Coston reviewed the process to develop the 2018-2021 Strategic Directions and noted the following points the teams has learned are need when writing strategic directions initiatives:
- must be clearly written
- must be singular
- must be measurable
- must have an end date
- should indicate the alignment to Pathways
- must identify one lead responsible for scoring
- must align with Mission of the college

Additionally, the 2018-2021 Strategic Directions will now have Oversight and Accountability embedded in all other four Strategic Directions.

Coston distributed example initiatives, and asked Council members time to submit initiatives they would like considered. *https://committees.kccd.edu/sites/committees.kccd.edu/files/CC_2017-18_SD%202018-21%20Initiative%20Dev%20Presentation.pdf*

Rural Initiatives
https://committees.kccd.edu/sites/committees.kccd.edu/files/CC_2017-18_State%20of%20Bakersfield%20College-Rural%20Initiatives.docx
Abel Guzman directed the Council to the [State of Rural Initiatives Report](#) posted to the website and highlighted the exciting work occurring and the people involved with rural initiatives
- CCPT1 (Wonderful Ag Pathway); Program Manager, Raquel Lopez
- AEBG (Adult Education Block Grant): Program Managers, Endee Grijalva and Jaime Lopez
- Arvin High School (Game Changer, Early College Project, and RIDE); Program Manager, Gustavo Enriquez, Counselor, Jesse Oropeza, and Faculty, Chris Cruz-Boone.
- BC Randolph Campus – expanded facilities include modular classrooms, gym/multipurpose building, and outdoor recreational areas
- Growth at Timmons campus through Measure J funding

Spring 2018, Major Initiatives
https://committees.kccd.edu/sites/committees.kccd.edu/files/Spring2018_InstitutionalProjects_v5.pdf
Bonds and Wojtysiak presented this initial draft to capture the major initiatives occurring spring 2018. Leads are collaborating on initiatives that overlap. College Council members suggested an additional column that would list the project that will be scaled up through the initiative work.

District Consultation Council
No Report. Next District Consultation Council meeting is scheduled for January 23, 2018

Accreditation Update

https://committees.kccd.edu/sites/committees.kccd.edu/files/Accreditation%20report%20to%20College%20Council%201%2019%202018.pdf

Please see the updated written report.

Annual review of Administrative Structure

https://committees.kccd.edu/sites/committees.kccd.edu/files/Admin%20Structure%20Presentation%20Jan%2019%202018_v3.pdf

The Bakersfield College Administrative Task Force works at the behest of College Council. College Council is the Sponsor of the work that the Administrative Structure Task Force does.

The purpose of the task force is to propose options to College Council for the administrative structure of Bakersfield College, including new manager positions and reorganizational options, while analyzing the budgetary impact of those positions or changes.

After new positions and structures are presented to College Council, we ask that members of College Council take these proposals to their constituents. College Council will then discuss the proposals and come to a consensus.

All decisions will reflect the institutional priorities as defined in the Strategic Directions, Core Values, Program Review Summary, and Decision Making documents.