

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A.1 – Decision-Making Roles and Processes

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

We describe in our responses to Standards I.A., I.B. and I.C, the deeply-rooted culture of collegial dialog that occurs in our formal structure which enables Bakersfield College employees and students to develop innovations in practices, programs, and services and then work together implement and evaluate those innovations. The development and evaluation of innovations happens through our formal structure that has been designed to maximize college-wide engagement. Our formal decision-making structure is described in the Bakersfield College Decision-Making Document for college-level matters and the Decision-Making Process section of the KCCD Chancellor's website for districtwide matters (IV.A.1-, IVA_CC_DecnMakChrtOct15_doc; IV.A.1-, IVA_BC_DecsnMakDocDec17_web; IV.A.1-, IVA_KCCD_ChancOfficHome_web). Membership on many of the committees includes representatives of faculty, classified staff, administration, and students (IV.A.1-, IVA_BC_CommitteList1617_doc).

Our collegial dialog also occurs less formally in workshops and in between meetings. In our responses to Standards III.A.12 and III.A.14, we describe our professional development efforts for all employee classifications and how these efforts arise out of our Core Values of Learning, Diversity, and Sustainability.

Analysis and Evaluation

Our responses to Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, and I.B.7 describe the ongoing annual work of the Program Review Committee (PRC), Assessment Committee (AC), and the Accreditation & Institutional Quality (AIQ) Committee of evaluating and revising college policies and procedures as needed to accomplish our mission as student needs change. Those responses also describe the three-year process we use to review and revise our Strategic Directions (IV.A.1-, IVA_SD_Home_web; IV.A.1-, IVA_SD_TaskForceHome_web). AIQ ensures that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring and updated as necessary. PRC, AC, and AIQ provide regular reports to College Council, chaired by the College President. These three committees will also make recommendations for changes in policy and practices to College Council as needed. College Council includes

representatives from all employee classifications and the Student Government Association. College level policies are approved by College Council and the Academic Senate. College Council and the Academic Senate review district-level Board Policies and give feedback to our college representatives who sit on the District Consultation Council. In our response to Standard I.C.5, we describe the work of the Administrative Council that is made up of educational and classified administrators and managers (IV.A.1-, IVA_ADMC_Homepage_web). This group is also involved in our evaluating and revising our practices, programs, and services.

Bakersfield College's deeply-rooted culture of dialog occurring in an intentionally-designed formal structure is what enables us to develop the innovations of practices we have described in our responses to Standard I, II, and III. We ensure the sustainability of that dialog and creative energy by being transparent in our communication through publicly-accessible websites. We post our assessments, evaluation results, institutional set standards, and our rationale for decisions—posting the things we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees' webpages.

In our responses to Standards IV.B.2 and IV.B.3 we describe how our College President has created the environment that encourages individuals, no matter their role, to bring forward ideas for institutional improvement by using a distributed leadership model. We describe her leadership in having us clarify the Core Values we have in common (IV.A.1-, IVA_BC_AboutBCtoppage_web). The distributed leadership style of empowering individuals and committees to innovate works because the other parts of the College can trust them to create appropriate innovations from the same core values.

The College meets Standard IV.A.1.

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

<<ACCJC Criteria from Guide for Evaluating Institutions:

- The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement.*
- The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.*

List of Evidence

IVA_CC_DecnMakChrtOct15_doc

IVA_BC_DecsnMakDocDec17_web

IVA_KCCD_ChancOfficHome_web

IVA_BC_CommitteList1617_doc (will be updated with current list)

IVA_SD_Home_web

IVA_SD_TaskForceHome_web

IVA_ADMC_Homepage_web

IVA_BC_AboutBCtoppage_web

Standard IV.A.2 – Decision-Making Roles and Processes

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Participation in decision-making processes by administrators, faculty, classified staff, and students is enabled in KCCD Board Policy and codified in Bakersfield College’s Decision Making Document and the KCCD Elements of Decision-Making (IV.A.2-, IVA_KCCD_BP-Contracts_web; IV.A.2-, IVA_BC_DecsnMakDocDec17_web; IV.A.2-, IVA_KCCD_Elements-DM_doc). Our policies that enable broad participation in decision-making express our Core Values of Diversity and Community and the KCCD Core Values of Inclusion and Accountability (IV.A.2-, IVA_BC_AboutBCtoppage_web; IV.A.2-, IVA_KCCD_MisnVisnVals_web). In our Diversity core value we state that “multiple perspectives lead to a better education and knowledge of the world” and in our Community core value we state that “we have built and continue to build an environment in which all members participate as a community through democratic engagement.” In the KCCD Inclusion core value we state that we celebrate “the diversity of people, ideas, and learning styles” and in the Accountability core value we state that “we promote a climate of trust and accountability through the open sharing of ideas and information.”

Policies and procedures in the KCCD Board Policy Manual authorizing broad participation of employees and students in decision-making include:

Board Policy Section	Summary notes
BP 1B2	KCCD Core values stated more succinctly.
BP 1B4	Strategic Goals of KCCD; goal two: “create a collaborative culture”.
BP 2A2A, 2A2B	Discussions with Academic Senate and Classified Staff during re-organizations.
BP 2B1A Procedure 2B1A	Student member of Board of Trustees: one-year term, non-voting.
BP 2C5A1, 2C6	Public comment at Board of Trustees meetings
BP 2C5B	Employee representatives addressing the Board
BP 2D	Process for employee representatives bringing forth proposals to the Board
BP 2K3	Travel allowance for student member of the Board
BP 3A1A6	Any person may address items in the proposed budget
BP 3A1B Procedure 3A1	Process for developing the College budget is designed in collaboration with the Academic Senate.
BP 3B4C	Naming of KCCD properties, facilities, programs requires advisories of district/college consultation groups.
BP 4F2	Associate Student Bodies: advisory bodies to the Board of Trustees and procedures ensuring student voice in District and College governance.
BP 4F6	Associate student funds expended according to procedures established by the associated students.

Procedure 4F7	Student Conduct Hearing Panel composition includes faculty, classified staff, administrators, students appointed by ASB President.
Procedure 4F9(b)	Student Complaint Hearing Panel composition includes faculty, classified staff, administrators, students appointed by ASB President.
BP 5 (all)	Recognition of Academic Senates, responsibilities of AS, recommendation & consultation, scope, implementation, policy review & revision, faculty hiring.
BP 6B3D, 6B3I	Faculty & management involved in selecting educational administrators. Classified staff may also be involved
BP 6B3E, 6B3H	Joint committee of member Colleges involved in selecting District educational administrators includes faculty, classified staff
BP 6E6	Faculty input for evaluation of confidential and management employees.
Procedure 6C2	Use of Confidential/Management Study Committee for assigning salary grades.
BP 7D1C	Equal Employment Opportunity Advisory Committee advises KCCD on equal employment opportunities.

Analysis and Evaluation

Bakersfield College has implemented the policies and procedures that authorize administrator, faculty, staff, and student participation in decision-making processes with a formal committee structure that covers all aspects of our activities and work (IV.A.2-, IVA_BC_CommitteList1617_doc; IV.A.2-, IVA_BC_DMD-Committees_web; IV.A.2-, IVA_SGA_PartGovComm1718_doc). Student representation on various decision-making bodies includes:

- One student: Board of Trustees, ISIT.
- Two students: Academic Senate, AIQ, Assessment, Budget, College Council, Commencement, Curriculum, EODAC, Facilities & Sustainability, Professional Development, Program Review, Safety Advisory.
- Three students: District Consultation Council (one SGA President from each college).

The recent implementation of a smoke and tobacco free campus is one notable example of the active role of our student government in decision-making processes at BC. Beginning with the B-COUGH campaign in Fall 2011, the student government was able to sustain their efforts to make BC be tobacco free through multiple SGA leaders. The tobacco free policy finally went into effect in Fall 2017 (IV.A.2-, IVA_BC_TobFreeHistory_doc; IV.A.2-, IVA_BC_RIP-01Feb12_doc; IV.A.2-, IVA_BC_NS-CC-20Apr12_web; IV.A.2-, IVA_BC_RIP-SmokeSearch_web; IV.A.2-, IVA_BC_TobaccoFree_web; IV.A.2-, IVA_KCCD_AP3570TobcFree_doc).

In our response to IV.A.1, we address the evaluation of our policies and procedures by all groups of employees. Another evaluation of the effectiveness of our broad-based employee participation in decision-making are the regular KCCD Climate Surveys that we describe in our responses to Standards III.A.11 and IV.D (IV.A.2-, IVA_IR_Climate2016_doc; IV.A.2-, IVA_IR_ClimateSurveys_web). Survey results are disaggregated by either college or by employee group. Bakersfield College responses make up 59% of the total (BC N=314, total N=529). The Atmosphere section of the survey probes how much employees feel a part of the decision-making process. In the most recent (2016) survey, 73% of BC respondents felt their work environment was open to the expression of different ideas, opinions, and beliefs, and 60% felt consulted and listened to regarding decisions in the workplace. The Communication section of the survey asks questions about the decision-making

processes. In 2016, 71% of BC respondents agreed that their representatives on governance committees ask for their input on important issues and the same percentage agreed that their immediate supervisor asks for their input before making decisions that affect their work. In the Participation section, 59% of BC respondents said they attend committee meetings.

The College meets Standard IV.A.2.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *Institutional policies and procedures describing the roles for each group in decision-making processes.*
- *These policies and procedures encourage student participation in matters which concern them, and take into consideration the student perspective when making decisions.*
- *The institution regularly evaluates the extent to which these policies and procedures are functioning effectively.*
- *The institution has policies and procedures that describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.*

List of Evidence

IVA_KCCD_BP-Contracts_web
IVA_BC_DecsnMakDocDec17_web
IVA_KCCD_Elements-DM_doc
IVA_BC_AboutBCtoppage_web
IVA_KCCD_MisnVisnVals_web
IVA_BC_CommitteList1617_doc
IVA_BC_DMD-Committees_web
IVA_SGA_PartGovComm1718_doc
IVA_BC_TobFreeHistory_doc
IVA_BC_RIP-01Feb12_doc
IVA_BC_NS-CC-20Apr12_web
IVA_BC_RIP-SmokeSearch_web
IVA_BC_TobaccoFree_web
IVA_KCCD_AP3570TobcFree_doc
IVA_IR_Climate2016_doc
IVA_IR_ClimateSurveys_web

Standard IV.A.3 – Decision-Making Roles and Processes

Standard IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

We describe the substantive participation of administrators and faculty in our institutional governance and policy, planning, and budgeting processes laid out in the KCCD Board Policy Manual in our response to IV.A.2. Furthermore, immediately following the table of contents for every section of Board Policy is a page called “Governance Processes Relative to the District Board Policy Manual and Collegial Consultation with Academic Senates” that lists which policies and procedures require consultation with the Academic Senate as required by California’s AB 1725 legislation (IV.A.3-, IVA_KCCD_BP-SenatConslt_doc; IV.A.3-, IVA_BC_AB1725_doc; IV.A.3-, IVA_BC_AB1725ClassPosn_doc; IV.A.3-, IVA_BC_ASCCC-AB1725pres_doc).

Each participatory governance committee charge includes defined leadership and membership roles to ensure substantive and clearly defined roles of administrators and faculty in our decision-making processes. Two examples are given for the Budget Committee and the Assessment Committee (IV.A.3-, IVA_BTC_Charge_doc; IV.A.3-, IVA_AC_Charge_doc).

Analysis and Evaluation

Bakersfield College explicitly details the scope, membership, and charge of each participatory governance committee as well as the groups and specific positions to which the committee reports in our Decision Making Document and in the committee websites (IV.A.3-, IVA_BC_DecsnMakDocDec17_web; IV.A.3-, IVA_BCC_CommitteesHome_web). These documents describe the substantive roles for administration and faculty in governance, including planning and budget development as required in BP 3A1B and other areas of Board Policy.

The College meets Standard IV.A.3.

<<ACCJC Criteria from Guide for Evaluating Institutions: (just one)

- *Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.*

List of Evidence

IVA_KCCD_BP-SenatConslt_doc
IVA_BC_AB1725_doc
IVA_BC_AB1725ClassPosn_doc
IVA_BC_ASCCC-AB1725pres_doc
IVA_BTC_Charge_doc
IVA_AC_Charge_doc
IVA_BC_DecsnMakDocDec17_web
IVA_BCC_CommitteesHome_web

Standard IV.A.4 – Decision-Making Roles and Processes

Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Sections 5 and 6 of KCCD Board Policy detail the responsibilities of faculty and academic administrators for curriculum and student learning programs and services, respectively (IV.A.4-, IVA_KCCD_BP5-entire_doc; IV.A.4-, IVA_KCCD_BP6-entire_doc). Specifically, BP 5A4 and 5A7 state that the KCCD Board of Trustees “shall rely primarily upon the advice and judgement of the Academic Senates” in matters of “curriculum, including establishing pre-requisites and placing courses within disciplines”; “degree and certificate requirements”; “educational program development”; and processes for program review, institutional planning and budget development as required by California’s AB 1725 legislation, Education Code, and Title 5 regulations (IV.A.4-, IVA_BC_AB1725_doc; IV.A.4-, IVA_BC_EdCode70901-2_web; IV.A.4-, IVA_BC_Title5-53203_web). BP 5B3 establishes the Curriculum Committee as a sub-committee of the Academic Senate. As such the Curriculum Committee acts as the approving and coordinating body for the curriculum that comprises the academic programs and services (IV.A.4-, IVA_CRC_Chrg-ContentRev_web). The Bakersfield College Faculty Handbook also clearly defines the official responsibilities and authority of the faculty in curricular and other educational matters (IV.A.4-, IVA_BC_FacultyHandbook_doc).

BP 6A5B9 states that the College President “shall recommend to the Chancellor budget, curricular, facility, and employee requirements” to the Board. The President is advised by College Council that includes faculty and administrative representatives and the Administrative Council that is made up of educational and classified administrators and managers (IV.A.4-, IVA_CC_Home_web; IV.A.4-, IVA_ADMC_Homepage_web).

Analysis and Evaluation

The KCCD Board Policy Manual describe the official responsibilities and authority of the faculty and educational administrators in curricular and other educational matters. In our response to IV.A.1, we address the evaluation of our policies and procedures by all groups of employees.

Baccalaureate Degree

Faculty and educational administrators assigned to our Bachelor of Science in Industrial Automation (BSIA) exercise their responsibility for making recommendations about curriculum, student learning programs and services for the BSIA program through the same committees and decision-making processes used by faculty and administrators in other programs. BSIA faculty and administrators are also members of our Career and Technical Education Council which promotes the development, expansion, and improvement of our CTE programs on campus (IV.A.4-, IVA_CTEC_Homepage_web).

The College meets Standard IV.A.4.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters*
- *The institution regularly evaluates these policies and procedures to ensure they are being followed and practices are functioning effectively.*

For institutions with a baccalaureate degree:

- *The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.*

List of Evidence

IVA_KCCD_BP5-entire_doc
IVA_KCCD_BP6-entire_doc
IVA_BC_AB1725_doc
IVA_BC_EdCode70901-2_web
IVA_BC_Title5-53203_web
IVA_CRC_Chrg-ContentRev_web
IVA_BC_FacultyHandbook_doc
IVA_CC_Home_web
IVA_ADMC_Homepage_web
IVA_CTEC_Homepage_web

Standard IV.A.5 – Decision-Making Roles and Processes

Standard IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

In our response to Standard IV.A.1 we describe how the development and evaluation of innovations happens through our formal structure because it has been designed to maximize college-wide engagement. Our decision-making structure is described in the Bakersfield College Decision-Making Document for college-level matters and the Decision-Making Process section of the KCCD Chancellor's website for districtwide matters (IV.A.5-, IVA_CC_DecnMakChrtOct15_doc; IV.A.5-, IVA_BC_DecsnMakDocDec17_web; IV.A.5-, IVA_KCCD_ChancOfficHome_web). In our response to Standard IV.A.2 we note the underlying Core Values of Diversity and Community and the KCCD Core Values of Inclusion and Accountability (IV.A.5-, IVA_BC_AboutBCtoppage_web; IV.A.5-, IVA_KCCD_MisnVisnVals_web) is what compels us to ensure not only that there is appropriate consideration of relevant perspectives but that a diversity of individuals and groups are willing and able to provide those relevant perspectives.

Analysis and Evaluation

Collaboration is ubiquitous throughout Bakersfield College. The perspectives of different constituent groups are represented through committees in areas such as accreditation, curriculum, assessment, program review, and budget (IV.A.5-, IVA_AIQ_Home_web; IV.A.5-, IVA_CRC_Chrg-ContentRev_web; IV.A.5-, IVA_AC_Home_web; IV.A.5-, IVA_PRC_Home_web; IV.A.5-, IVA_BTC_Home_web). These committees report to College Council (chaired by the College President) and the Academic Senate and the Academic Senate President is an active member of the Budget Committee and College Council (IV.A.5-, IVA_CC_Home_web; IV.A.5-, IVA_AS_CommitteeMember_web; IV.A.5-, IVA_AS_StandCommMembrs_doc). The College President, Academic Senate President, and SGA President are members of the District Consultation Council along with the faculty union (CCA) president, a BC classified staff union representative, and the management association chair who is currently from BC (IV.A.5-, IVA_DCC_Home_web). We describe the districtwide decision-making processes more fully in our response to Standard IV.D.

The various groups regularly collaborate on institutional improvements. Another example of institutional collaboration and evaluation that exhibits consideration of relevant perspectives is the development of our Strategic Directions report and monitoring of the Strategic Directions initiatives by AIQ (IV.A.5-, IVA_SD_Home_web; IV.A.5-, IVA_SD_TaskForceHome_web). Bakersfield College ensures timely action on institutional plans, policies, curricular change, and other key considerations through the College President's communications (Renegade Roundup, Trailblazers, Board Reports, and her blog) and a distributed leadership model we describe in Standards IV.A.1 and IV.B (IV.A.5-, IVA_OP_Communications_web; IV.A.5-, IVA_OP_BlogHome_web).

In our response to Standard IV.A.2, we note the use of the KCCD Climate Survey to gauge satisfaction with our decision-making processes and communication among the various groups of employees. The most recent survey was administered in Fall 2016 (IV.A.5-, IVA_IR_Climate2016_doc; IV.A.5-, IVA_IR_ClimateSurveys_web). Eighty-two percent (82%) of the BC respondents felt they had sufficient information to perform their job and 68% understood BC's decision-making process.

In addition to the regular reports from committees and management about their work on Strategic Directions initiatives, we also gather information from the Bakersfield College Services Survey administered in Spring 2016 and Spring 2018 that include opportunities for narrative comments about our services along with the usual multiple-choice Likert scale responses (IV.A.5-, IVA_AIQ_SvcSurv22nov16_doc; IV.A.5-, IVA_BC_2016BC-SvcsSurv_doc; IV.A.5-, IVA_AIQ_BCSrvSurv2018_eml; IV.A.5-, IVA_AIQ_SvcSrv18Questns_doc). The reports and surveys give us the information we need to identify what's working well and what processes need improvement.

In our responses to Standards I, II, and IV.B we describe our work to become a guided pathways institution (IV.A.5-, IVA_EMP_GPSatBC_doc). One key component of our guided pathways implementation is the creation of completion coaching teams organized by meta-majors ("Learning & Career Pathways") and affinity groups made of faculty, classified staff, and administrators (IV.A.5-, IVA_PW_CompletnTeams_doc). Each team includes one or more Data Coaches (volunteer faculty, staff, administrators trained in how to access and analyze institutional data and effectively present the results) whose function we describe in our responses to Standard I.B (IV.A.5-, IVA_DC_CoachingHome_web).

Our communication with students through the completion coaching teams is coordinated by the Guided Pathways Implementation Team (GPIT) which includes faculty, classified staff, and administration (IV.A.5-, IVA_PIT_Home_web). The GPIT communication structure complements the broader work of our Department of Marketing and Public Relations which is responsible for BC's internal and external communications (IV.A.5-, IVA_PIT_Leadrspr18_doc; IV.A.5-, IVA_BC_MPR-Home_web). The three-phase GPIT communication plan used focused emails, posters, flyers, and other media to capture student attention and ensure students are aware of our efforts to improve their learning and achievement (IV.A.5-, IVA_PIT_CommPlanFall17_doc; IV.A.5-, IVA_PIT_CommTimLnSpr18_doc). In 2018, GPIT appointed faculty leadership of each pathway to improve coordination and communication (IV.A.5-, IVA_PIT_FacLead-Oct17_doc).

The College meets Standard IV.A.5.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *Written policies on governance procedures specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning.*
- *Staff and students are well informed of their respective roles. The various groups collaborate on behalf of institutional improvements. The result of this effort results in documented institutional improvement.*
- *The college has developed structures of communication that demonstrate that it values diverse perspectives.*
- *The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action.*
- *Faculty, staff, and students know essential information about institutional efforts to achieve goals and improve learning.*

List of Evidence

IVA_CC_DecnMakChrtOct15_doc
IVA_BC_DecsnMakDocDec17_web

IVA_KCCD_ChancOfficHome_web
IVA_BC_AboutBCtoppage_web
IVA_KCCD_MisnVisnVals_web
IVA_AIQ_Home_web
IVA_CRC_Chrg-ContentRev_web
IVA_AC_Home_web
IVA_PRC_Home_web
IVA_BTC_Home_web
IVA_CC_Home_web
IVA_AS_CommitteeMember_web
IVA_AS_StandCommMembrs_doc
IVA_DCC_Home_web
IVA_SD_Home_web
IVA_SD_TaskForceHome_web
IVA_OP_Communications_web
IVA_OP_BlogHome_web
IVA_IR_Climate2016_doc
IVA_IR_ClimateSurveys_web
IVA_AIQ_SvcSurv22nov16_doc
IVA_BC_2016BC-SvcsSurvy_doc
IVA_AIQ_BCSrvSurv2018_eml
IVA_AIQ_SvcSrv18Questns_doc
IVA_EMP_GPSatBC_doc (note to Sondra: this is the final correct EMP + data appendix combined)
IVA_PW_CompletnTeams_doc
IVA_DC_CoachingHome_web
IVA_PIT_Home_web
IVA_PIT_LeadrshipSpr18_doc
IVA_BC_MPR-Home_web
IVA_PIT_CommPlanFall17_doc
IVA_PIT_CommTimLnSpr18_doc
IVA_PIT_FacLead-Oct17_doc

Standard IV.A.6 – Decision-Making Roles and Processes

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Bakersfield College’s decision-making processes are documented in the Bakersfield College Decision-Making Document for college-level matters and the Decision-Making Process section of the KCCD Chancellor’s website for districtwide matters (IV.A.6-, IVA_CC_DecnMakChrtOct15_doc; IV.A.6-, IVA_BC_DecsnMakDocDec17_web; IV.A.6-, IVA_KCCD_ChancOfficHome_web). The BC Decision-Making Document details the relationship and decision-making flow between state and federal entities, accrediting bodies, the district and college governance, and all college committees. It also offers explanations of important terms and concepts including “10+1”, “California Ed Code” and “Title 5”.

Each committee maintains an active committee website that is publicly-accessible to widely communicate decisions made, as well as, provide an archive of the decisions and the research documents used to develop those decisions (IV.A.6-, IVA_BCC_CommitteesHome_web).

Analysis and Evaluation

Our committees communicate decisions and proposals for institutional improvement via college-wide emails, representative reports back to their constituents, their websites, and reports to College Council and Academic Senate. The representatives on College Council and Academic Senate communicate decisions and proposals back out to their constituents. We have intentionally designed this decision-making communication structure because we have a deeply-rooted culture of collegial dialog. Posting of information on public websites also ensures the integrity of the information by making it transparent so that anyone can verify the information and is an expression of our Core Values of Integrity: our “principled environment allows for open, constructive conversations”; and Community: “we have built and continue to build and environment in which all members participate as a community through democratic engagement” (IV.A.6-, IVA_BC_AboutBCtoppage_web).

The College meets Standard IV.A.6.

<<ACCJC Criteria from Guide for Evaluating Institutions: (just one)

- *The college has processes to document and communicate decisions across the institution.*

List of Evidence

IVA_CC_DecnMakChrtOct15_doc
IVA_BC_DecsnMakDocDec17_web
IVA_KCCD_ChancOfficHome_web
IVA_BCC_CommitteesHome_web
IVA_BC_AboutBCtoppage_web

Standard IV.A.7 – Decision-Making Roles and Processes

Standard IV.A.7

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Bakersfield College participatory governance committees regularly review their charge and membership to provide continuity as new members come on board and also to respond to changing needs of the College (IV.A.7-, IVA_CC_17Nov17min_mtg; IV.A.7-, IVA_EC_ChargeChgNov17_doc; IV.A.7-, IVA_CRC_ChargeChgNov17_doc; IV.A.7-, IVA_AC_ChargeChgNov17_doc; IV.A.7-, IVA_CC_Eval1617_doc; IV.A.7-, IVA_CC_EvalComp151617_doc). Committees and management evaluate their work and BC’s decision-making structures as part of their reporting of Strategic Directions initiatives (IV.A.7-, IVA_SD_Home_web; IV.A.7-, IVA_AIQ_Home_web). In addition, our program review process makes connections between the work of a specific committee and related departments, such that the resulting data can be used to help inform the committee’s work and decisions (IV.A.7-, IVA_PRC_Home_web; IV.A.7-, IVA_PRC_17ProgRevHndbk_doc). For example, the program review for the Technology Support Services and Academic Technology departments often relate directly to the work and decisions of the Information Systems and Instructional Technology Committee as described in our responses to Standard III.C.

Analysis and Evaluation

Bakersfield College is continually evaluating what is working well and what needs improvement in its governance and decision-making structures using data from annual program review, regular surveys, and monitoring of its Strategic Direction initiatives. The connecting of our committee work to these data sources ensures that our committees are connected to the bigger goals of the college and help us meet our mission and the changing needs of our students.

The College meets Standard IV.A.7.

<<ACCJC Criteria from Guide for Evaluating Institutions:

- *The institution regularly evaluates its governance and decision-making structures. The results of these evaluations are communicated within the campus community.*
- *The institution uses the results of these evaluations to identify weaknesses and to make needed improvements.*

List of Evidence

IVA_CC_17Nov17min_mtg
IVA_EC_ChargeChgNov17_doc
IVA_CRC_ChargeChgNov17_doc
IVA_AC_ChargeChgNov17_doc
IVA_CC_Eval1617_doc
IVA_CC_EvalComp151617_doc
IVA_SD_Home_web
IVA_AIQ_Home_web
IVA_PRC_Home_web
IVA_PRC_17ProgRevHndbk_doc