

Where College Council is mentioned in BC's ISER 2018

This document contains excerpts from Bakersfield College's 2018 Institutional Self-Evaluation Report (ISER). The full ISER is posted at <https://www.bakersfieldcollege.edu/accreditation/2018ISER>. These excerpts focus on the role of College Council in BC's decision-making processes. You'll see what's been lifted out when you see the ellipsis "...". Page numbers are for the full ISER document and are the pages from where the excerpts come, not necessarily where the particular standard begins! Refer to the full ISER document for the evidence citations (starts on page 187 of the PDF posted online).

I.A.1 (Page 30) The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.

The Bakersfield College (BC) mission statement was most recently updated and approved by the Academic Senate, College Council, and Board of Trustees in spring 2015 and reaffirmed by those bodies in spring 2017:

Bakersfield College provides opportunities for students from diverse economic, cultural, and educational backgrounds to attain Associate and Baccalaureate degrees and certificates, workplace skills, and preparation for transfer. Our rigorous and supportive learning environment fosters students' abilities to think critically, communicate effectively, and demonstrate competencies and skills in order to engage productively in their communities and the world.

...

* **I.A.4** (Page 34) The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

...

BC has undertaken a **comprehensive review** of our mission statement twice (in 2014-15 and 2016-17) since the last ACCJC accreditation visit. In this process, our Mission Review Team carries out an in-depth evaluation, collecting input from all employee groups and students. College Council also reviews and reaffirms our mission statement annually. In spring 2017, the Mission Review Team administered a survey to all BC employees and student representatives. Survey responses indicated strong alignment between the College's mission and its stated mission (i.e., student learning, student progression and completion, a positive learning environment, and student engagement). Over 90% of respondents were able to indicate how they incorporate BC's mission into their daily work.

...

* **I.B.1** (Page 35) The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

...

Our committee structure is designed to ensure we keep student outcomes front and center in our collegial discussions and that we can make the adaptations needed to improve our effectiveness in educating a diverse student body ([I.B.1-1](#); [I.B.1-2](#)).

| Committee | Evidence of Multi-Dimensional Dialog |
|---|--|
| ... | ... |
| Accreditation & Institutional Quality Committee (AIQ): Representatives review and monitor the collection of evidence and progress to ensure they result in integrated, meaningful, and sustained college improvement (I.B.1-12). | Ensures that the three-year Strategic Directions are reviewed with input from all constituent groups each term and updated as necessary. Reports to College Council and posts the results on the Strategic Directions website (I.B.1-13). |

...

I.B.3 (Page 38) The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

... Data Coaches and the Office of Institutional Effectiveness validate standards and help determine aspirational goals ([I.B.3-10](#)). Widespread discussion and validation of the metrics were finally approved through governance committee presentations in College Council and Academic Senate and voting ([I.B.3-11](#); [I.B.3-12](#); [I.B.3-13](#)). The next scheduled review is spring 2018....

I.B.4 (Page 39) The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

...We determine how effectively we are accomplishing our mission through the use of data organized through four distinct **data strands**. These strands provide organization to the 2015-18 Strategic Directions ([I.B.4-6](#)) and the website shows how the other three strategic directions all support the primary directions of student learning and student progression & completion. AIQ monitors our evaluation activities to ensure they are integrated with our Strategic Directions. The faculty chair of AIQ is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we **support student learning and achievement**....

* **I.B.5** (Page 41) The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

...

In its assessment of the Program Review Annual Update and Comprehensive Program Review process, the PRC identifies common themes, and forwards resource requests on to the appropriate body ([I.B.5-5](#)). PRC also reports its findings to College Council ([I.B.5-6](#)).

Program Review Data Disaggregation

**Gender, Age,
Race/Ethnicity,
Ed Plan Completion,
Mode of Delivery, Program Type**

Program Assessment via Program Review

AIQ monitors our evaluation activities to ensure they are integrated with our Strategic Directions. AIQ ensures that the Strategic Directions are reviewed with input from all the committees, deans, and vice-presidents each fall and spring, and are updated as necessary.

Evidence provided of the Strategic Initiative forms completed by a committee and by a dean ([I.B.5-7](#); [I.B.5-8](#)). AIQ reports to College Council at the end of each semester and posts the results on the Strategic Directions website ([I.B.5-9](#); [I.B.5-10](#); [I.B.5-11](#)).

I.B.7 (Page 43) The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

... BC regularly engages our primary college-wide ***governance committees*** in the evaluation and revision of policies and practices. Examples include:

| Committee | Engagement in Practice/Policy Evaluation & Revision |
|-----------------|---|
| College Council | Evaluated and provides feedback on program review findings to PRC (I.B.7-7 ; I.B.7-8 ; I.B.7-9) Reviews and approves the <i>Closing the Loop</i> allocation report (I.B.7-10) Develops a work plan and evaluates progress annually (I.B.7-11 ; I.B.7-12 ; I.B.7-13) |
| Academic Senate | Reviews Board Policies in partnership with College Council; provides feedback to college representatives on the District Consultation Council (I.B.7-14 ; I.B.7-15) Approve all governance committee charges in partnership with College Council (I.B.7-16) |

Many of our committees regularly conduct surveys to collect feedback about the effectiveness our processes from the college ([I.B.7-17](#); [I.B.7-1](#))....

I.B.8 (Pages 44–45) The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

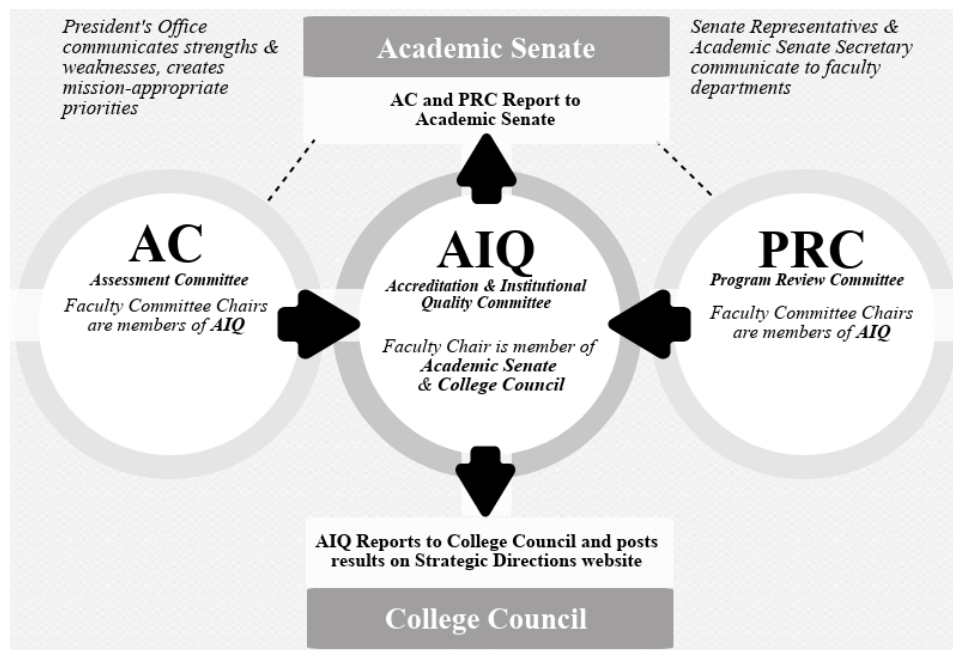
... We house SLO data in CurricUNET and course SLO ***assessment data and activities*** in homegrown databases of Excel spreadsheets which are posted with course level SLOs and PLO assessment data and analysis on AC's website for *all* programs and student services and learning support at BC ([I.B.8-4](#)). SLO data and assessment data are moving to eLumen in the 2017-18 academic year. The AC gives feedback to each program about the PLO and SLO assessment process and reports their analysis to College Council ([I.B.8-5](#); [I.B.8-6](#); [I.B.8-7](#); [I.B.8-8](#); [I.B.8-9](#)).

Each program's responses to the other parts of the program review are posted on the ***Program Review Committee*** website ([I.B.8-10](#)). In a peer-review type of dialog, the PRC provides feedback to each program and unit ([I.B.8-11](#); [I.B.8-12](#)).

The PRC creates a summary analysis of program review responses that it posts on its website and communicates that summary to various constituent groups, including College Council in early December ([I.B.8-13](#); [I.B.8-14](#); [I.B.8-15](#)). With the related *Closing the Loop*, the President's office communicates back to the entire college its understanding of the BC's ***strengths and weaknesses*** to create the ***mission-appropriate priorities*** reflected in the allocation of resources ([I.B.8-16](#)).

The AC and PRC report to the ***Academic Senate*** at each meeting and their faculty chairs sit on the Senate's Executive Board to ensure communication regarding assessment and evaluation activities.

Although the reports are posted in Senate minutes, Senate representatives are responsible for communicating results of assessment and evaluation activities back to their departments. The Academic Senate Secretary also emails a brief recap of the recent Senate meeting to all of the faculty ([I.B.8-17](#)).



The diagram above summarizes these communication links and also illustrates how both PRC and AC collaborate with **AIQ** to get a college-wide view of our effectiveness in improving student learning and achievement ([I.B.8-18](#)). The faculty committee chairs from the PRC and the AC are members of AIQ to ensure the dialogs about our effectiveness. The faculty chair of AIQ is a member of both the Academic Senate's Executive Board and College Council to make sure we keep our efforts focused on sustaining our improvement of how we support student learning and student achievement. AIQ reports to College Council at the end of each semester and also posts the results on the Strategic Directions website ([I.B.8-19](#); [I.B.8-20](#); [I.B.8-21](#)).

The membership of the AC, PRC, and AIQ all include faculty, classified staff, and administration to ensure **multi-dimensional dialog** among all employee classifications ([I.B.8-22](#)).

*** I.C.1** (Page 48) The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

...

Through our **systematic review**, we require the committee or group closest to the item take primary responsibility for clarifying information and ensuring its accuracy. This includes:

- **Mission Statement:** College Council reviews and reaffirms our mission statement annually and carries out a comprehensive review every two to three years to ensure the statement is clear and accurately reflects our purpose.

...

I.C.4 (Page 53) The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

...

| Campus Group | Involvement in Evaluation & Revision |
|--|--|
| College Council <i>All employee classifications</i> | Approves college-level policies; reviews district-level Board policies and provides feedback to college representatives on District Consultation Council, such as the review of proposed BP to the CCLC format (I.C.5-4); Approve all governance committee charges (I.C.5-5) |
| Academic Senate <i>Faculty</i> | |
| Administrative Council <i>Educational and classified management</i> | Strives to provide all possible viewpoints surrounding college-wide issues so the College President can make decisions based on the widest possible perspectives (I.C.5-6) |

...

I.C.12 (Pages 58-59) The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of BC's ISER Development Organization
2018 ISER Org Chart
[I.C.12-3](#)
ISER Engagement Plan
[I.C.12-4](#)
2018 ISER Team Chart
[I.C.12-5](#)

...

In the preparation of our 2018 ISER, BC's accreditation leads developed three documents related to our ISER organization for College Council. Additionally, the BC Accreditation Team held several campus-wide forums, through which student, faculty, and staff attendees learned about the accreditation standards, ISER development updates and provided input and assistance in evidence identification and collection ([I.C.12-6](#)).

Finally, all accreditation standards are embedded within the scope of work of the 12 campus-wide governance committees to provide oversight, increase transparency, and improve communication of our work to our stakeholders. Our publicly-accessible **BC Committees website** pages house all participatory governance committees' and operational committees' agendas, minutes, presentations, survey results, supporting documents and reports from invited guests ([I.C.12-7](#)). Through the BC Committees website, we readily make known our adherence to all of the accreditation standards. (ER 21)

...

I.C.13 (Page 60) The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

... In our responses to Standard I.B we described the multi-dimensional dialog we engage in both internally and with external colleagues and the community we serve. In order for the dialog to be authentic and productive, there needs to be trust between the parties of the dialog. Because BC has a deeply-rooted culture of dialog that occurs in our formal structure, we ensure the sustainability of that dialog 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. Having the faculty chair of AIQ serve as a voting member of both the Academic Senate's Executive Board and College Council is another way we ensure that we keep our efforts focused on sustaining our improvement in how we support student learning and student achievement while being compliant with all standards of our accrediting agencies. (ER 21)

* **III.A.10** (Page 106) 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)

Bakersfield College conducts an annual analysis of the college's administrative structure with a comprehensive analysis every three years (III.A.10-1; III.A.10-2; III.A.10-3; III.A.10-4). Representatives from all three employee groups (administration, faculty, classified) serve on the **Re-Organization Task Force**. During the analysis, the team reviews information on the various responsibilities of each administrator and then makes a recommendation for additions, changes, or deletions of positions to College Council. The college president then considers the recommendations and makes the final recommendation to the Chancellor.

...

* **III.C.2** (Page 116) The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

The Technology Support Services department in collaboration with the ISIT committee updates the **BC Technology Plan** every three years (III.C.2-1), which is approved by College Council (III.C.2-2). In addition to the prioritization outlined in the Technology Plan, the Technology Support Services works with the DO Infrastructure group, which provides backend network support, to prioritize districtwide projects that impact college service needs (III.C.2-3).

...

* **III.D.1** (Page 119) Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

... The BC President is responsible for creating the budget recommendation that is sent to the KCCD Chancellor for approval by the KCCD Board of Trustees (BOT) as described in our responses to Standard IV.D.3 and IV.D.4. The president receives recommendations and other input from the vice presidents, College Council, and the Program Review and Budget Committees (III.D.1-5; III.D.1-6; III.D.1-7). BC and the Budget Committee follow the annually-reviewed budget development calendar to systematically plan for the upcoming year's fiscal needs (III.D.1-8).

...

* **III.D.2** (Page 121) The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

...

College Council creates a work plan at the beginning of each fall semester, which includes a review of its mission and goals, including the implementation of the three-year Strategic Directions (III.D.2-16). Budget requests made via program review are tied to the Strategic Directions. In the program review process, each instructional program, student support and administrative unit evaluates the sufficiency of the past year's resource allocation to meet the unit goals. This activity leads to improvements in the future allocation process.

...

* **III.D.3** (Page 122) The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

We describe our financial planning and budget development process in our responses to the two standards above. We document the work of our participatory governance committees involved in the budget development process, including the Budget Committee, Program Review, AIQ, ISIT, Facilities & Sustainability, College Council and others on public websites (III.D.3-1).

...

* **III.D.8** (Page 125) The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

...

In program review each unit evaluates the impact and effectiveness of resource allocations from the previous year as well as trend data from previous years in their justifications for resource requests in the coming year (III.D.8-5). The Program Review Committee (PRC) analyzes the reports, notes common themes and makes recommendations about our processes in its annual report to College Council (III.D.8-6). Another evaluation of our system is the Strategic Direction initiatives reporting in the spring by committees, administrators, and other work groups in a process coordinated by the **Assessment & Institutional Quality (AIQ) Committee**. AIQ analyzes these assessments, notes common themes and makes recommendations in its annual report to College Council (III.D.8-7).

...

IV.A.1 (Pages 134–135) 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.

... AIQ ensures that review of the Strategic Directions happens with input from all the committees, deans, and vice presidents each 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. College Council includes representatives from all employee classifications and the Student Government Association (SGA). College Council and Academic Senate approve college-level policies, review district-level Board Policies (BPs), 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, comprised of educational and classified administrators and managers (IV.A.1-7). The college president also leads this group in the evaluation and revision of practices, programs, and services, scheduling monthly meetings and annual retreats.

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—including what we are doing well along with the challenges and shortcomings on the BC website and easily accessible committees’ webpages (IV.A.1-8)

...

IV.A.2 (Page 137) 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.

... 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.2-23;; IV.A.2-24; IV.A.2-25).

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, PRC, Safety
- Three students: District Consultation Council (one SGA President from each college)

...

IV.A.3 (Page 137) 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. Immediately following each Board Policy section Table of Contents page is a page titled *Governance Processes Relative to the District Board Policy Manual and Collegial Consultation with Academic Senates*. This page lists the policies and procedures that require consultation with the Academic Senate, per California’s AB 1725 legislation (IV.A.3-1; IV.A.3-2; IV.A.3-3; IV.A.3-4).

...

IV.A.4 (Page 138) 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.

...

| Policy/Procedure | Responsibility for Recommendations about Curriculum & Learning |
|------------------|---|
| ... | ... |
| College Council | Advises the president, includes faculty and administrative representatives (IV.A.4-8) |
| ... | ... |

IV.A.5 (Page 139) 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.

... Collaboration is ubiquitous throughout Bakersfield College. Through committees in areas such as accreditation, curriculum, assessment, program review, and budget, BC **ensures inclusion and consideration of appropriate constituent perspectives** (IV.A.5-6; IV.A.5-7; IV.A.5-8; IV.A.5-9; IV.A.5-10). These committees report to College Council (chaired by the college president) and the Academic Senate. The Academic Senate President is an active member of the Budget Committee and College Council (IV.A.5-11; IV.A.5-12; IV.A.5-13). 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 (CSEA) representative, and the management association chair who is currently from BC (IV.A.5-14).

...

IV.A.6 (Page 141) The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

...

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 and verifiable. Further, it is an expression of our Core Values of Integrity and Community (IV.A.6-5).

...

*** IV.B.2** (Page 144) The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

... Dr. Christian chairs the College Council, which brings together representatives from faculty, classified staff, administration and students to provide clear communication between constituents and the President, and to provide recommendations to the President on college-wide matters (IV.B.2-3). Dr. Christian annually reviews BC's administrative structure by charging a small, cross-functional team with this task and making recommendations based on broadly collected feedback from representatives on College Council, President's Cabinet, the Student Affairs Leadership Team, and Educational Administrators Council. (IV.B.2-4; IV.B.2-5; IV.B.2-6; IV.B.2-7; IV.B.2-8; IV.B.2-9).

...

IV.B.3 (Page 146) Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- Establishing a collegial process that sets values, goals, and priorities;
- Ensuring the college sets institutional performance standards for student achievement;
- Ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- Ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- Ensuring that the allocation of resources supports and improves achievement and learning; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

...

The Academic Senate formally approved the five Strategic Directions and commitment statements on March 25, 2015, and College Council approved them April 2, 2015 (IV.B.3-8; IV.B.3-9).

...

*** IV.B.4** (Page 147) The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

... Under Dr. Christian's leadership, the accreditation standards have been embedded within the charge of appropriate campus-wide committees. AIQ reports to College Council, which the President chairs. In our response to Standard I.C.12, we also describe the preparation of the 2018 ISER, overseen by AIQ. Dr. Christian has overseen this accreditation work and made it more visible to the college through **regular reports presented at College Council** and in **public college-wide forums** in fall 2017 (IV.B.4-8; IV.B.4-9).

* **IV.B.5** (Page 149) The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

... Dr. Christian ensures **effective control of the college budget and expenditures** through the Budget Committee, chaired by the Vice President of Finance and Administrative Services (IV.B.5-5). The Budget Committee “supports the college mission, goals and values through comprehensive evaluation of data relevant to the college annual planning process for resource allocation.” The President is a member of the Budget Committee, and the Budget Committee reports to College Council chaired by the President. The *Closing the Loop* document we describe in Standards I.A, I.B, and III.D makes public expenditure decisions and how they tie back to the planning in program review and Strategic Directions. Finally, the budget reserve data we present in Standard III.D.9 is an example of Dr. Christian’s astuteness and business acumen in strengthening BC’s finances in addition to improving student achievement.

* **IV.D.5** (Page 168) District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

District planning begins with the **District Strategic Plan**. In 2015, KCCD finalized its most recent three-year strategic plan through a three-step process (IV.D.5-1). In fall 2014, a districtwide task force with representation from the three colleges in KCCD plus the DO updated the KCCD Mission, Vision, Values, High Level Goals and Key Objectives. The task force used an online survey and focus groups (IV.D.5-2). BC’s College Council served as one of the focus groups as evidenced by their discussion of the KCCD Strategic Plan at their May 2, 2014 meeting. (IV.D.5-3; IV.D.5-4).

KCCD BOT 2017-19 Strategic Goals

- Improve Student Access
- Improve Student Success
- Support Professional Development
- Maintain Fiscal Stability
- Review District Structure & Effectiveness

...

IV.D.6 (Page 169) Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

...

At their September 5, 2014 meeting, College Council discussed the analysis of the 2013 Climate Survey at length (IV.D.6-10). DCC reviewed the report at their October 28, 2014 meeting (IV.D.6-11) and discussed the results of the 2015 Improving Trust Study at their April 28, 2015 and May 28, 2015 meetings (IV.D.6-12; IV.D.6-13).

...

QFE Quality Focus Project #1 **Clarify the Path with the Program Pathways Mapper** and Quality Focus Project #2 **Keep Students on the Path by Scaling and Integrating Student Support & Learning**

...

The college will monitor progress through regular reports to campus governance committees, including College Council and the Academic Senate. Further, responsible parties will submit formal, bi-annual reports to the Strategic Directions group as a function of the Assessment and Institutional Quality Committee.