Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

2016 Annual Report
Final Submission
04/01/2016

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Nan Gomez-Heitzeberg
3.	Phone number of person preparing report:	661 395-4201
4.	E-mail of person preparing report:	ngomez@bakersfieldcollege.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Catalog1516_ImportantInformation.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	https://www.bakersfieldcollege.edu/
6.	Total unduplicated headcount enrollment:	Fall 2015: 20,523 Fall 2014: 19,143 Fall 2013: 18,295
7.	Total unduplicated headcount enrollment in	18,941

	degree applicable credit courses for fall 2015:	
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	4,489
9.	Number of courses offered via distance education:	Fall 2015: 112 Fall 2014: 112 Fall 2013: 111
10.	Number of programs which may be completed via distance education:	4
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 3,985 Fall 2014: 2,948 Fall 2013: 2,652
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	65%
14b.	Successful student course completion rate for the fall 2015 semester:	66.6%
	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

15.	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1150
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1000
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	250

16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,150
16b.	Number of students who received a degree in the 2014-2015 academic year:	938
16c.	Number of students who received a certificate in the 2014-2015 academic year:	254
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	805
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	848
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Communication, Certificate of Achievement
19a.	Number of career-technical education (CTE) certificates and degrees:	72
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	72
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	72

| 20. | 2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study: |

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
Radiologic Technology	51.09	national	85 %	87.17 %
Registered Nursing	51.38	national	85 %	91.4 %
Vocational Nursing	51.39	national	85 %	94 %

| 21. | 2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees: |

Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
Accounting/Bookkeeper	52.03	64.96 %	75.76 %
Automotive Technology	47.06	72.64 %	63.16 %
Business Administration	52.01	70.7 %	76.92 %
Child Development	19.07	68.79 %	55.56 %
Criminal Justice	43.01	74.65 %	75 %
Culinary Arts	12.05	70.58 %	100 %
Digital Arts	50.01	71.51 %	66.67 %
Fire Technology	43.02	63.22 %	62.5 %

Forestry	03.05	56.34 %	50 %
Human Services	44.00	73.3 %	57.41 %
Radiologic Technology	51.09	93.59 %	100 %
Registered Nursing	51.38	92.23 %	98.39 %
Vocational Nursing	51.39	83.65 %	93.75 %

#		
22.	Please list any other institution set standards at your college:	

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Overall completion rate	CCCCO overall completion of degrees, certificates,transfer and transfer ready in six year cohorts for all students, starting cohort 12-13.	50%
Prepared completion rate	CCCCO overall completion of degrees, certificates, transfer and transfer ready for prepared students.	70%
Under-prepared completion rate	CCCCO overall completion of degrees, certificate, transfer and transfer ready in 6 year cohorts for under-prepared students.	40%
Matriculation completion rate	Percentage of first-time students completing a student education plan	75%
Student-Counselor ratio	Number of students to counselor	1000
SLO assessment completion	Percentage of SLO assessments at course, program and institutional level	100%

#	
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	As a result of the work done with the original scorecard, Bakersfield College reset The Renegade Scorecard to organize information and data by the Strategic Directions (Student Learning, Student Progression and Completion, Facilities, Oversight and Accountability, and Leadership and Engagement) and the four data strands (SLO Assessment, Progression/Completion, Operational, Perception). Metrics are set up in three tiers, with each tier providing progressively more detailed information. The Accreditation & Institutional Quality Committee, with faculty, classified, student, and administrative membership, reviewed the institution-set standards for the last two years and the degree and certificate completion data for the last two years and decided to adjust standards up slightly when the data warranted it and to maintain the standard when the data showed further work is needed. The most important change over the last year has been the integration of the Strategic Directions 2015-2018 and The Renegade Scorecard. Accountability is built into the process through the reporting out of the progress made on the Strategic Direction Initiatives. See https://www.bakersfieldcollege.edu/scorecard/strategic-directions

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	855
	b.	Number of college courses with ongoing assessment of learning outcomes	855
		Auto-calculated field: percentage of total:	100

	Courses		
25.	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	96
	b.	Number of college programs with ongoing assessment of learning outcomes	96
		Auto-calculated field: percentage of total:	100

	Courses		
26.	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	9
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	https://committees.kccd.edu/bc/committee/assessment
28.	Number of courses identified as part of the general education (GE) program:	215
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE *program Student Learning Outcomes*:	215
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	91%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	75%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	The Communication department addressed Institutional Learning Outcome 2: "Communicate effectively in both written and oral forms." The department focused on oral communication, drafting a rubric and refining it with the goal of making it available college wide to address this ILO. Students video-recorded their final or capstone research-based speeches and uploaded them to their own YouTube accounts, giving permission for Communication faculty to have access. The department met to view and evaluate a random sampling using the department-designed rubric. It is following the same process this semester with a revised rubric. Last semester, instructors discovered that students were much more willing to video-record and upload their public speeches if they were asked to do it all semester long, rather than just at the end of the semester. The rubric has the potential to be used across the disciplines to assess ILO 2.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

36.		Over the past year the college has focused on completing its mapping project. All instructional departments have aligned their course, program, general education, and institution-level outcomes. They describe them in the program review process and reflect on how the outcomes assessment process and results have affected resource requests and program planning. As important, course content and delivery have been affected as departments gained more information about student learning through the outcomes assessment process and made adjustments accordingly.
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).	Outcomes assessment results are shared publicly in several ways: individual assessments are posted on the Assessment Committee web page, https://committees.kccd.edu/bc/committee/assessment. Student Achievement and Student Learning results are posted on the Renegade Scorecard, https://www.bakersfieldcollege.edu/scorecard/success. Annual Program Reviews for instruction, student services, and administrative units, with analysis of assessment outcomes and their impact on resource allocation and planning, are posted on the Program Review Committee web page, https://committees.kccd.edu/bc/committee/programreview
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).	As a part of the annual program review process, each program and service area reviews and discusses their assessment results in preparation for developing the fall annual program review report. Programs and student support areas review and discuss data gathered through their assessment of learning outcomes and service area outcomes and determine how to improve learning and services. These discussions about assessment results include all areas of the college: instructional programs, student services, and administrative services. The outcome data is reported in the annual fall program review process. The Program Review Committee reviews the reports and makes a presentation to College Council, the primary governance committee that includes all constituent groups. Resource requests are prioritized and allocations are made through the budget development process. The annual Closing the Loop document responds to the resource allocation requests made in the program review process by showing what resources requests were funded.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).	Analysis of outcomes and achievement data shows that basic skills students need support to make their way through what had been a lengthy sequence of courses. BC started on a small scale to change curriculum and provide additional student support. Beginning in 2013-14, BC implemented two different curricular approaches that help students learn basic skills in a shorter time frame: compressed courses and accelerated courses. The accelerated courses showed particular promise; for example, 24% of students successfully completed a two-course English sequence; 64.5% of students successfully completed the accelerated course that combined the two courses. Supplemental Instruction uses trained peer mentors to support students in class and to lead weekly study sessions. First implemented in basic skills courses in spring 2014, the program was expanded to general education courses such as biology, chemistry, history, and business in spring 2015 as the program was scaled up.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 1 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all	Delivery mode (Distance Education or

	that apply)	Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	We anticipate offering additional degrees via distance education.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Delano Weill Arvin
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

Click to Print This Page

ACCJC | Contact Us

© 2010 ACCJC