EXTERNAL EVALUATION REPORT

Bakersfield College
1801 Panorama Drive
Bakersfield, CA 93305

This report represents the findings of the evaluation team that visited
Bakersfield College from October 1, 2018 to October 4, 2018

Kathleen F. Burke, Ed.D.
Team Chair

Contents

Bakersfield College
Comprehensive Evaluation Visit

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Summary of Evaluation Report

INSTITUTION: Bakersfield College

DATES OF VISIT: October 1 – October 4, 2018

TEAM CHAIR: Dr. Kathleen F. Burke

A ten-member accreditation team visited Bakersfield College from October 1-4, 2018 to determine whether the College continues to meet Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated how well the institution is achieving its stated mission, and provided suggestions on how to improve its alignment with the Standards or further improve institutional effectiveness.

In preparation for the site visit, the team chair conducted a pre-visit to the College and District on August 31, 2018. During this visit, the chair met with College and District leadership as well as key personnel involved in the self evaluation preparation process. The external evaluation team received team training provided by the Accrediting Commission for Community and Junior Colleges (ACCJC) staff on September 6, 2018.

The College's Institutional Self Evaluation Report (ISER) and related evidence were forwarded to team members by mid-August. Team members found it to be a generally well written and concise document adequately describing the processes used by the College to address Eligibility Requirements, USDE requirements, Accreditation Standards, and Commission Policies. The team confirmed that the entire College community including students, faculty, staff, and administrators compiled the Report through broad participation. Further, it contained two self-identified projects for institutional improvement as part of the Quality Focus Essay.

Prior to the visit, team members completed written evaluations of the ISER and began identifying areas for further investigation. On Sunday, September 30, 2018, prior to formally beginning the visit, team members spent the evening discussing their views of the written materials and evidence provided and evaluating the comprehensive report completed by the College in July 2018. The visiting team identified four Standard leads and assigned other team members to assist on each Standard and the related Policies and Eligibility Requirements. Team members carefully read the College's ISER and assessed the evidence provided with the Report as well as additional evidence requested by the team prior to the visit.

On Monday, October 1, 2018, members of the District team visited the Kern Community College District (KCCD) offices located in Bakersfield.   Contemporaneously, other members of the College team visited two off site locations: the Delano Campus and the Weill Institute. In the afternoon, the ten-member College team was introduced to the Bakersfield College community at an informal gathering. Following that event, the team toured the main campus.

During the evaluation visit, team members conducted formal and informal meetings, interviews, and observations involving over 175 college faculty, staff, and administrators, the college president, students, members of the Board of Trustees, the district chancellor, and other district administrators and staff. Three open forums provided community members, students, and staff opportunities to meet with members of the evaluation team and express the value of the institution in their lives and the life of the community. In addition, team members conducted observations of learning environments in student services and in the Child Development Center.

The team reviewed, in the team room and electronically, over 750 documents and other evidence supporting the self-evaluation report, confirming the College's alignment with the Standards, Eligibility Requirements, Commission Policies, and USDE Regulations. Evidence reviewed by the team included, but was not limited to, institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, college procedures, enrollment information, committee minutes and materials, college governance structures, financial documents, audit reports, human resource processes, Board Policies, and District procedures. Evidence was reviewed in hard-copy and electronically, including through internal college systems, and the College's and District's public website pages.

The team appreciated the welcoming environment experienced during the visit and in every meeting and interaction. The assistance of key college staff members, who responded to requests for individual meetings and other needs throughout the visit, was invaluable to the team in completing its evaluation. The college community knew why the team was on campus and showed responsiveness; flexibility in adjusting schedules; and, demonstrated openness, honesty, and candor. The College staff met and exceeded every team request.

The team found the College to be in compliance with Eligibility Requirements, Commission Policies, and United States Department of Education Regulations. The team issued three commendations to the College and one commendation to the District. No recommendations for compliance or improvement were issued by the team.

Major Findings and Recommendations of the
2018 External Evaluation Team

Team Commendations

During the accreditation visit to Bakersfield College, the team recognized several aspects of the College worthy of commendation:

Commendation 1: The team commends the College for its exceptional leadership and active engagement to advance student learning and achievement as indicated through the work of governance committees such as Program Review, College Council, Accreditation and Institutional Quality; institutional reports including *Closing the Loop* and *State of the College*; and adopting the Guided Pathways framework with intentional outreach to high schools, creating completion coaching teams, and using data coaches to support student success. This is the result of institutional leaders creating an empowering environment to drive innovation. (I.B.4, II.A.7, II.C.5, II.C.6, IV.A.1)

Commendation 2: The team commends the College for its commitment to mission as exemplified by its proactive outreach to and support of its students in the rural portions of its 5,000 square-mile service area, including the communities of McFarland, Arvin, Wasco, Shafter, and Delano, through the Rural Initiatives program. The College's efforts to partner with these and other rural Kern County communities to offer classes and support services at remote sites has helped create the foundation for a college-going culture throughout the Bakersfield College service area. (II.A.1, II.C.3)

Commendation 3: The team commends the College for its commitment to capacity building of all members of the Bakersfield College community. This core value of shared and inclusive learning is evidenced by exemplary and multifaceted professional development initiatives, including locally-created Title IX training videos for students, "scholarships" for employee attendance at external conferences, and providing real-time and on-demand streamed workshops and events ensuring maximum accessibility and participation by all constituency groups. (III.A.14)

District Commendation1: The teams commend the District for establishing and maintaining a culture of fiscal stability as evidenced by unmodified audit reports, funds earmarked toward known liabilities, substantial reserves, clearly defined plans to address potential future uncertainties, and a high degree of financial transparency. With the establishment of the District-wide Budget Committee, the District has demonstrated its commitment to collaborative decision-making and continuous improvement. (III.D.1, III.D.9)

Team Recommendations

Recommendations to Meet Standards: None

Recommendations to Improve Quality: None

Introduction

Bakersfield College (BC) was established in 1913 at the site of Kern County High School, which was later renamed Bakersfield High School. In 1956, the College relocated to its current site on Panorama Drive. There are two major offsite locations: the Weill Institute, located downtown, and the Delano Campus, which is 35 miles to the north. Bakersfield College is one of three colleges in the Kern Community College District.

The College serves over 33,000 students annually at its 153-acre main campus and offsite locations; enrollment has increased over 34 percent since 2012. Students are enrolled in degree applicable credit courses, and adult education and noncredit courses. Forty percent of students are enrolled full-time. Approximately 83 percent of the students are pursuing educational goals that relate to degrees, certificates, or transfer education. In 2016-2017, BC awarded more degrees and certificates than in prior years with Associated Degrees for Transfer representing the largest increase. Between 2013 and 2017, degree and certificate awards have grown by 28 percent. In 2015, the College was approved to offer a Bachelor's of Science degree in Industrial Automation. The first graduating class, in spring 2018, consisted of seven students all of whom had multiple job offers upon successful completion of the degree.

Bakersfield College is a Guided Pathways leader in the state. Through their implementation of Guided Pathways, they have well-developed program pathways that are clearly communicated to current students and potential students. As part of Guided Pathways, BC systematically redesigned how to guide students to complete their educational goals. The College collaborated with the California Community College Chancellor's Office and Concentric Sky to create the Pathways Program Mapper. Completion Coaching Communities were implemented to support students on the path to completion. The effort included cross-functional dialogues, which engaged the full college community.

The College is committed to its mission by proactively reaching out to students in the rural portions of its service area. Through the equity-driven Rural Initiatives program, the communities of McFarland, Arvin, Wasco, Shafter, and Delano are supported through class offerings and support services. These efforts are indicative of the College's framework to reach students where they live and work.

Eligibility Requirements

1. Authority
The team confirmed that Bakersfield College (BC), one of three colleges of the Kern Community College District (KCCD), is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In 2015, BC was approved as a pilot college to award a baccalaureate degree. The ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets Eligibility Requirement 1.

2. Operational Status
The team verified that the College has been in continuous operation since 1913 and provides educational services to over 33,000 students each year who are enrolled in degree applicable credit courses. Approximately 83 percent of the students are pursuing educational goals that relate to degree, certificate or transfer. Twenty-eight percent are enrolled full-time. However, of first-time students, 50 percent are enrolled full-time.

The College meets Eligibility Requirement 2.

3. Degrees
The team corroborated that the vast majority of the courses offered lead to a degree and/or transfer. The College has developed nine learning and career pathways that lead to certificates, degrees, or transfer and one pathway to help students explore and identify their goals during their first semester. All students are enrolled in one of these pathways. The College offers a Bachelor's of Science in Industrial Automation with seven students in their first graduating class.

The College meets Eligibility Requirement 3.

4. Chief Executive Officer
The team validated that the governing board of the KCCD appoints the college chief executive officer. Neither the district chancellor nor the college president serve as a member of the board or as the board president. The team found that the governing board and district chancellor vest requisite authority in the college president to administer board policies. The college president reports directly to the district chancellor. Since the last full accreditation visit, there has been one change in the chief executive officer position, which was appropriately reported to the Accrediting Commission. The current president was hired in January 2013.

The College meets Eligibility Requirement 4.

5. Financial Accountability

The team certified that the District is audited on an annual basis by an external auditor that consists of certified public accountant, which audits for compliance with Title IV. The budgets and financial audits as well as management letters are submitted with their eligibility application. The audit firm complies with the guidelines as published by the American Institute of Certified Public Accountants. The District has demonstrated sound fiscal management as reflected in their reserves of over thirty percent.

The College meets Eligibility Requirement 5.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution's compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the "check-off."
  a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
  b. *For each subject category (e.g., "Public Notification of an Evaluation Visit and Third Party Comment"), the team should also complete the conclusion check-off.*
  c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
  d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

☒	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
☒	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
☒	The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

As addressed in Standard I.C.12, the College solicited third party comment and none were received by the Commission. The team verified that the College complies with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
☒	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
☒	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
☒	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The College has established institution-set standards (ISS) for student achievement in key areas that are appropriate to its mission. Each standard includes both minimum and aspirational goals, and the team confirmed that all standards are assessed in pursuit of continuous improvement. Additionally, through interview and supplemental evidence, the team noted that the College has plans to address shortfalls in its ISS achievement.

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
☒	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
☒	The institution demonstrates compliance with the Commission *Policy on Institutional Degrees and Credits*.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team corroborated that the College complies with the Commission Policy on Institutional Degrees and Credit, and that credits and program length are consistent with the standards in higher education. Fees for all certificate and associate degree programs are consistent across the institution. The College does not offer courses requiring clock hour conversions.

Transfer Policies

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public.
☒	Policies contain information about the criteria the institution uses to accept credits for transfer.
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

As noted in Standard II.A.10, the College's transfer policies are appropriately disclosed to the public and these policies contain the criteria for accepting transfer credits. The team confirmed that the College complies with the Commission Policy on Transfer Credit.

Distance Education and Correspondence Education

Evaluation Items:

☒	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
☒	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
☒	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
☒	The technology infrastructure is sufficient to maintain and sustain the distance education

	and correspondence education offerings.
☒	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:

As noted in Standards II.A.7 and III.C.1, the College complies with the US Department of Education requirement for distance education, the Commission Policy on distance Education and Correspondence Education, provides sufficient technology infrastructure to sustain distance education, and ensures student information is protected.

Student Complaints

Evaluation Items:

☒	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
☒	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
☒	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
☒	The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
☒	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team reviewed student complaint files from the past six years and verified the College has a procedure that is followed for handling such complaints. The College complies with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u>.

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team validated that the College meets all requirements of institutional disclosure, advertising and recruitment materials as well as relevant Commission policies.

Title IV Compliance

Evaluation Items:

☒	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
☒	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
☒	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
☒	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
☒	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

☒	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
☐	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
☐	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

In fiscal year 2012, the College's default loan rate of 30 percent was not in compliance. The College developed and implemented a corrective action plan to come into compliance. The loan default rates dropped from 30 percent to down to 21.3 percent in 2013, 20.4 percent in 2014, and 20.4 percent in 2015. Default rates are now within acceptable ranges. The College has no contracts with non-regionally accredited organizations.

Standard I

Mission, Academic Quality and Institutional Effectiveness

IA. Mission

General Observations:

Bakersfield College (BC) has a widely communicated, Board-approved mission statement that describes the College's educational purposes, its intended student population, the types of degrees it offers, and its commitment to student learning and student achievement. College policies and processes demonstrate consideration of the mission in planning and resource allocation and in the development of goals for learning and achievement. Further, the team confirmed that the College uses data systematically to determine its effectiveness in accomplishing its mission.

Findings and Evidence:

The Bakersfield College mission statement 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 team verified that the mission articulates the College's commitment providing a rigorous and supportive learning environment. (I.A.1)

The College uses data to determine how effectively it is accomplishing its mission. To facilitate the use of data in this regard, BC has established an Office of Institutional Effectiveness (OIE) staffed by a dedicated educational administrator, researcher, analyst, executive secretary, and data coaches. Data is organized around four distinct data strands: 1) student learning, 2) student achievement, 3) operational data, and 4) perception data. These strands provide a framework for the College's *Strategic Directions* (SD), which consist of five institutional priorities that relate to the College's mission statement. Additionally, BC's *Renegade Scorecard* is organized around the same four strands and contains data on key indicators of institutional effectiveness. These strands, institutional priorities, and the associated data demonstrate the College's commitment to using its mission to direct institutional priorities in meeting the educational needs of its students. Accomplishment of the mission was further verified by the team through the campus forums in which stories and experiences were shared that attest to the impact of the college on students and the communities it serves. (I.A.2)

The team confirmed that the College's programs and services are aligned with its mission. Decision-making, planning, and resource allocation are guided by the College's *Decision Making Document* and are achieved through the College's comprehensive and annual program review processes, in which departments and programs must demonstrate alignment with the College's mission statement. The culmination of the program review process is the president's annual report, *Closing the Loop*, which demonstrates the connection between resource allocation, strategic goals, and the mission of BC. Additionally, the College's *2017-2020 Education Master*

Plan documents the use of its *Strategic Directions* to inform institutional goals for student learning and achievement. (I.A.3)

In addition to physical postings on its campuses, the team substantiated that BC's mission is published in the college *Catalog*, *2017-2020 Educational Master Plan*, *Student Handbook*, and *Faculty Handbook*, all of which are found on the college website. Since the last comprehensive evaluation, the College has twice conducted a comprehensive review of its mission. Specifically, the team confirmed that the mission statement was updated in 2015 to include the College's authority to award baccalaureate degrees and to integrate the updated institutional learning outcomes. The Kern Community College Board of Trustees adopted the current mission statement on May 15, 2015. (I.A.4)

Bachelor's Degree

Bakersfield College offers one Bachelor of Science degree in Industrial Automation. The College mission statement was approved by the Academic Senate, College Council, and Board of Trustees in spring 2015 and reaffirmed by those bodies in spring 2017. The team verified that the mission statement displayed on the College's website is inclusive of baccalaureate degrees. (I.A.1, I.A.2, I.A.3)

Conclusion:

The College meets the Standard.

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Bakersfield College (BC) demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. This dialog is supported by data on learning outcomes, learning and support services, and the College's institution-set standards for student achievement. The College uses these data and organizes its institutional processes to support student learning and student achievement. Further, BC assesses accomplishment of its mission through annual and comprehensive program review processes and the monitoring of progress toward its institutional goals and objectives. Appropriate data are disaggregated for analysis by program type, mode of delivery, and subpopulations of its student body. Strategies are implemented to address performance gaps and the College regularly evaluates its policies and practices to assure their effectiveness in supporting academic quality and accomplishment of the mission. The results of assessment and evaluation activities are communicated so the College can build on its strengths, identify its weaknesses, and set appropriate priorities.

Findings and Evidence:

The team confirmed that Bakersfield College demonstrates a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The team found that the College's "deeply-rooted culture of dialog" is evidenced through its annual program review process, data assessment practices, *2017-2020 Educational Master Plan* (EMP), and *Strategic Directions*. The team verified that dialog is college-wide, facilitated by the College's participatory governance process that includes Program Review Committee, the Assessment Committee (AC), Accreditation and Institutional Quality (AIQ) Committee, and College Council. Through interviews and review of documentation, the team found that committees are chaired, at a minimum, by a faculty and administrative representative. In addition, some committees have classified chairs. Integration among these constituency groups greatly enhances the culture of dialog. Further, the team was provided evidence of dialog that engaged students and the community as part of the College's efforts to meet the needs of its students and toward continuous improvement of student learning and achievement. (I.B.1)

The team corroborated that BC defines and assesses student learning outcomes for all instructional programs and student and learning support services. Oversight for these activities is provided by the AC. The team verified that the College has mapped its course-level Student Learning Outcomes (SLO) to its Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO) and, where appropriate, it's General Education Learning Outcomes (GELO). Additionally, the team confirmed that BC has developed Administrative Unit Outcomes (AUOs) and/or goals that align with the ILOs. Through review of relevant documents and interviews, the team substantiated that assessment data is incorporated into the program review process, used in dialog about planning and improvements, and is published on the Assessment Committee's website. (I.B.2)

The team verified that the College has established institution-set standards (ISS) for student achievement in several key areas that are appropriate to its mission. Each metric includes both minimum and aspirational goals, and the team confirmed that all are assessed in pursuit of continuous improvement. Additionally, through interviews and supplemental evidence, the team confirmed that the College has plans to address shortfalls in its ISS achievement. Evidence provided to the team demonstrated that resulting data are published in the College's *Renegade Scorecard*. (I.B.3)

The team confirmed that the College's program review and assessment committees coordinate the collection and analysis of assessment data at the course, program, and institutional level. The AIQ Committee oversees these evaluation activities and works with the Academic Senate's Executive Board and the College Council to ensure institutional processes are focused on the support of student learning and student achievement. These efforts are tracked and communicated in the Institutional Projects documents that were provided to the team as evidence. Through interviews and additional evidence, the team verified that college-wide engagement with and use of data for decision-making and improvements has been greatly enhanced by the establishment and staffing of the Office of Institutional Effectiveness (OIE) and the training and funding for data coaches. The team also verified that the College's interaction

with and use of data will be further enhanced through the implementation of eLumen and Starfish platforms. (I.B.4)

The team found that BC assesses accomplishment of its mission and evaluates student achievement and learning outcomes through its annual and comprehensive program review processes. Through interviews and evidence, the team determined that program review is integral to the College's culture of dialog, planning processes, and assessment of student learning and achievement. Findings are reported by the Program Review Committee (PRC) to the College Council. Additionally, through its *Strategic Directions*, and with oversight from the AIQ committee, the College assesses progress towards its goals and objectives to ensure student achievement. The team verified that institutional data are disaggregated by program type, mode of delivery, and other relevant sub-populations of the student body for analysis and inclusion in the program review processes. (I.B.5)

Through the efforts of the OIE and data coaches, and with support from the District's Institutional Research (IR) Office, the team verified that the College disaggregates and analyzes student access data, completion and transfer rates, and basic skills math/English learning outcomes for subpopulations of students. These data are incorporated into the program review process and reported in the College's *Student Equity Plan*, *Student Success and Support Program* (SSSP), and *Achieving the Dream* documents. The team reviewed examples and evidence that when the College identifies performance gaps, it implements strategies that may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and, later, evaluates the efficacy of those strategies. Further, in order to better meet the needs of its diverse student population, the College recognizes the need to improve its capabilities with regard to disaggregating and analyzing the learning outcomes (SLOs, GELOs, PLOs, and ILOs) by subpopulations of students. The team reviewed disaggregated data in the OIE's new *Equity Dashboard*, which will enhance the College's efforts in this regard. (I.B.6)

The team observed that BC engages in regular evaluations of its policies and practices across all areas of the institution. This is demonstrated through the College's participatory governance processes and expressed in the College's three-year EMP and *Strategic Directions*. For example, the Program Review Committee seeks continuous feedback on the program review process and has implemented changes and improvements when needed. Further, the team confirmed that the College Council and Academic Senate engage in regular review of policies and practices to ensure the effectiveness of the College's resource management and governance processes in supporting academic quality and accomplishment of the College's mission. (I.B.7)

The team validated that BC broadly communicates the results of all of its assessment and evaluation activities. This includes the College's website, including 12 individual committee webpages, and the *Renegade Scorecard*. Data are used in program review and discussed in various venues as the College develops a shared understanding of its strengths and weaknesses. This is evidenced and expressed as appropriate priorities in various institutional documents such as the president's *Closing the Loop* and *State of the College* reports. (I.B.8)

The team confirmed that BC engages in continuous, broad based, systematic evaluation and planning. This is expressed in the College's EMP and *Strategic Directions*, which are supported

by and developed though the annual program review process, student learning data assessment, and planning and resource allocation activities culminating in the president's annual *Closing the Loop* and *State of the College* reports. The team verified that these documents enable reflection on the progress towards strategic goals and facilitate the College's efforts towards accomplishment of its mission and improvement of institutional effectiveness and academic quality. (I.B.9)

Bachelor's Degree

The Team found that Bakersfield College has established a 2+2 program for the Bachelor of Science degree in Industrial Automation (BSIA). General education courses are completed during the first two years of the program and the second two years include upper division industrial automation courses. The team found evidence that the College monitors and evaluates, on a consistent basis, the programs' completion rate, and job placement rates. Program faculty meet with the program's advisory board to engage in dialogue about student learning and program improvement on a consistent basis and they leverage these relationships for student internships and senior year projects. Annual reviews of program performance are conducted to help department faculty, staff, and administrators work to achieve the high course success rates the College has established.

Bakersfield College has set ISS for bachelor's degree completion and assesses performance related to those standards in alignment with college mission and vision. All department faculty meet to discuss program and course level outcomes. Based on the initial experience from their first cohort of graduates in May 2018, the program faculty identified changes to prerequisite coursework and program course sequencing to maximize student learning and student success. Further, the program faculty make extensive use of advisory board and program graduate feedback to inform curricular improvements.

Through interviews, the team found that there is a commitment to continuous improvement in vital college processes such as program review and resource allocation, which allows a new program, such as BSIA, to sustain both academic quality and continued development. In addition, the program is part of a statewide pilot that facilitates the dissemination of best practices with other baccalaureate degree-granting institutions for local implementation. (I.B.2, I.B.3, I.B.7)

Conclusion:

The College meets the Standard.

Commendation 1: The team commends the College for its exceptional leadership and active engagement to advance student learning and achievement as indicated through the work of governance committees such as Program Review, College Council, Accreditation and Institutional Quality; institutional reports including Closing the Loop and State of the College; and adopting the Guided Pathways framework with intentional outreach to high schools, creating completion coaching teams, and using data coaches to support student success. This is the result

of institutional leaders creating an empowering environment to drive innovation. (I.B.4, II.A.7, II.C.5, II.C.6, IV.A.1)

IC. Institutional Integrity

General Observations:

Bakersfield College (BC) demonstrates institutional integrity through its commitment to assure the clarity, accuracy, and integrity of information provided to the College community and the public. The College publishes its mission statement, learning outcomes, student achievement outcomes, educational programs, student support services, and accredited status with all of its accreditors on its website and in the catalog. In addition, the College uses social media, newsletters, and scorecards to communicate information and learning outcomes data to students and the public. Program review information as well as information about fees, college and academic policies, and procedures are available to the College community and the public on its website.

Findings and Evidence:

The team reviewed evidence demonstrating that BC communicates information about its mission, vision, core values, strategic directions, learning outcomes, educational programs, student support services, and accredited status through the College website. The College also communicates information with employees, students, and the public via social media and a mobile application called *BC Renegades*. In addition to online communication, the College mission; learning outcomes; information about educational programs, including the baccalaureate degree program; and, support services are printed in *College Catalog*. To ensure the clarity, accuracy, and integrity of information provided to the community and the public, the College has established a systematic review process through committee and department review. The College has a *Web Accuracy Check Procedure* document that clearly outlines the specific steps that committees and departments follow to check the accuracy of information. Each department or area head receives an inventory workbook of pages and online documents for which they are responsible. The department or area heads check webpage information and uploaded files for accuracy and forward edits to the respective department web content manager or the Marketing and Public Relations web team. (I.C.1)

Through a review of evidence, the team verified that the College provides both print and online catalogs for students with precise, accurate, and current information on all facts, requirements, policies, and procedures. The catalog provides a wealth of information, including contact information; the mission and values statements; representation of accredited status; course, program, and degree offerings; student learning outcomes for programs and degrees; academic calendar and program length; statement of academic freedom; available financial aid; available learning resources; names of faculty and administrators; names of the governing board members; admissions requirements; student fee and refund of fees information; requirements for degrees, certificates, graduation, and transfer; policies on academic regulations and academic honesty; nondiscrimination and sexual harassment policies; acceptance of transfer credits; transcript

information; and, grievance and complaint procedures. The College updates its catalog annually and regularly posts addenda to the catalog website. (I.C.2)

The team confirmed that BC documents on the College website and in the *2017-2020 Educational Master Plan* (EMP) its assessment of student learning and evaluation of student achievement. The *Renegade Scorecard* and the *Student Success Scorecard* are tools that help students and the public easily understand the assessment of student learning and student achievement data, including data for the baccalaureate degree. Assessment information available online provides easy access and enhances communication and transparency. (I.C.3)

The team reviewed evidence to verify that the College describes the purpose, content, course requirements, and expected learning outcomes for its certificates and degrees in the printed and online catalogs and in the degrees and certificates section of the College's website. Previously, the information was maintained in CurricUNET; the College has transitioned the information to eLumen. (I.C.4)

The team corroborated that BC regularly reviews institutional policies, procedures, and publications to identify best practices and areas of improvement, which is aligned with the annual work of the Program Review Committee, Assessment Committee, and the Accreditation and Institutional Quality (AIQ) Committee. The College has two formal three-year evaluation processes: *Strategic Directions* and the Educational Master Plan (EMP) review and revision. (I.C.5)

The team confirmed that the College accurately informs current and prospective students through the catalog, the tuition and fees section of the College website, the class schedule, and the Financial Aid website about the total cost of education and other required expenses. Specific textbook information and costs are available on the College's bookstore website and in the bookstore. (I.C.6)

Through a review of evidence, the team noted that the College demonstrates its commitment to academic freedom and responsibility and academic integrity through Kern Community College District (KCCD) Board Policy (BP) 4B10A1, BP 4B11C, and the Academic Freedom section of the faculty contract. Information about academic freedom is also published in the *College Catalog*, which is easily accessible to faculty and students. All participatory governance committees have at least one student representative and the Director of Student Life actively recruits student representatives to serve on those committees. (I.C.7)

The team confirmed that the College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity in the Academic Information section of the catalog, the *Student Handbook*, the College website, and BP 4F7D. In addition, KCCD Board Policy Chapter 7 *General, Personnel, Administration* covers employees, students, volunteers, and trustees expectations of behavior and ethics. Board Policy 7E is the District's ethics code for all persons associated with the District. Consequences of violating the *Code of Ethics* are addressed in Standard III.A.13. (I.C.8)

Through a review of evidence, the team verified that the College establishes policies for faculty to follow that distinguish between personal conviction and professionally accepted views. These policies are published in the Academic Information section of the catalog, BP 4B10 *Guest Lecturers/Classroom Visitors and Campus Visitors*, BP 4B11 *Controversial Issues in Curriculum*, BP 4B12 *Personal Expression and Advocacy*, and in the Agreement between the KCCD and the KCCD/Community College Association/California Teachers Association/National Education Association in Article Four *Professional Expectations*. Faculty members acknowledged that they can exercise academic freedom and have a responsibility to present data and information fairly, accurately, and objectively. (I.C.9)

The team verified that the College does not require conformity to specific beliefs or worldviews for their students, faculty, classified staff, or administrators. As noted in Standards I.C.8 and I.C.9 the KCCD establishes and publishes policies regarding ethics and academic freedom for all persons associated with the District. In addition, *the Faculty Handbook* contains a statement that supports free expression. The Student Code of Conduct and related expectation for student behavior are published in the *College Catalog*, *Student Handbook*, college website, and BP 4F7. The Director of Student Life is appointed by the college president as the president's designee to address and administer all student related judicial affairs. (I.C.10)

Bakersfield College does not operate in foreign locations. (I.C.11)

The team confirmed that BC complies with Eligibility Requirements, Accreditation Standards, applicable Commission policies, guidelines, and requirements for public disclosure, institutional reporting, and results of accreditation reviews. The College provided public notification of evaluation team visit and time for third party comment. The College's accreditation webpage is one click from the landing page. All participatory governance committee and operational committee website pages included agendas, minutes, presentations, reports, and data, which are publicly accessible to provide transparent communication to the College community. To improve communication and transparency, the college president publishes a weekly blog, monthly newsletter, and the *Renegade Roundup* to provide updates and information to the college community and the public. (I.C.12)

The team substantiated that the College demonstrates honesty and integrity with external agencies such as the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Board of Registered Nursing (BRN). The *College Catalog* includes a listing of outside accrediting agencies. All institutional plans, the college mission, accredited status, past institutional self-evaluations and evaluation team reports, action letters from the ACCJC, and information about bond measures are one click from the landing page. The College has established an Institutional Review Board to ensure a consistent process for vetting and responding to research requests. (I.C.13)

The team validated that the Bakersfield College Foundation cultivates donors and philanthropists to help advance the College's mission. The College does not have investors or a parent organization, and there are no supporting external interests. The governing board approves all contracts. The College demonstrates its commitments to high quality education, student achievement and student learning by engaging in an institution-wide redesign effort within a

Guided Pathways framework. The College promotes student success and equity by analyzing data about student learning and making evidence-based continuous quality improvements in programs and services. (I.C.14)

Bachelor's Degree

Bakersfield College provides information about the bachelor's degree in Industrial Automation program in print, electronic, and face-to-face formats. A review of the *College Catalog*, and the college website revealed that information about the program curriculum, access to financial aid, and services that support students enrolled in the program is accurate and clear. A program manager has been requested by the department through program review to assist with program development through information sessions, marketing, outreach, and industry involvement. The team verified that the position is currently budgeted and in the recruitment process. (I.C.1, I.C.2, I.C.3, I.C.4)

Conclusion:

The College meets the Standard.

Standard II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

Bakersfield College (BC) is a comprehensive public two-year community college offering a broad array of courses and programs that lead to a certificate, a degree, or transfer, and that meet current higher education standards. The College also offers a Bachelor's of Science degree in Industrial Automation. The institution has a comprehensive program review process to promote continuous improvement and effectiveness of all programs, regardless of level, type, delivery mode, or location.

The College has a well-defined and consistent process for the development and review of course and program learning outcomes. Faculty input is incorporated into the review and assessment of all curriculum through the curriculum and program review processes. Courses are offered at each of BC's physical locations including the main campus, the Delano Campus, and the Weill Institute, located in downtown Bakersfield, as well as at several other community locations throughout the service area. Courses are offered face-to-face, online, in the hybrid format, and via broadcast at selected locations.

Bakersfield College is engaged in broad dialogue regarding the learning needs of its diverse student population and has been a leader in the implementation of Guided Pathways in the state. The institution routinely uses high-quality data generated in a systematic manner through outcomes assessment and program review to measure the effectiveness of various learning modalities. Achievement data are disaggregated by physical campus location and delivery modality to compare success and completion rates. The College has established protocols and policies for awarding course credit, degrees, and certificates based on student attainment of learning outcomes.

Findings and Evidence:

The team found multiple sources of documentation, both written and verbal, that indicate BC maintains a focus on its mission to respond to the needs of its service area. An example of the College's commitment to mission is its outreach to and support of its students from rural communities where it is contributing to the creation of a college-going culture through programs at the Delano Campus and through Rural Initiatives. The team reviewed the curriculum creation and modification template that ensures the Curriculum Committee reviews all instructional programs for relevancy to the institution's mission and appropriateness to higher education and monitors all courses and programs for compliance with relevant laws and regulations. The curriculum process requires ongoing assessment of courses either on a two-year cycle, for Career Technical Education (CTE) courses, or on a six-year cycle for all other courses. The team verified that Program Learning Outcomes (PLOs) are listed for each program appearing in the

College catalog. The College has documented the mapping of course-level Student Learning Outcomes (SLOs) to PLOs and to Institutional Learning Outcomes (ILOs) and, when appropriate, to General Education Learning Outcomes (GELOs). SLOs, PLOs, ILOs and GELOs reflect the institution's mission statement as documented by the assessment report that is required as part of the annual program review process. Documents reviewed by the team and multiple conversations with college staff indicate the College's Program Review Committee (PRC), Assessment Committee (AC), and Accreditation and Institutional Quality (AIQ) Committee work together to collect and analyze achievement data and disaggregate it with respect to a variety of demographic data to discern success, retention, and completion trends by campus location and mode of delivery. (II.A.1)

Written documents and team interviews confirmed that BC maintains curricular quality through the processes and protocols of the faculty-driven Curriculum Committee (CC), which provides accountability for review of all courses within the institution. The team's review of the latest edition of the CC's handbook, which was still in draft form at the time of the visit, confirmed that the CC systematically reviews courses for appropriate pedagogy and the effectiveness of the mode of delivery; a separate proposal and approval is required for distance education courses. The CC website hosts several documents that describe the process of creating, modifying, and deleting courses and programs. The program review process, overseen by PRC, entails both annual program updates and a three-year comprehensive program review. Documents indicate that feedback to each review provides an analysis of the program's relevancy to the College's mission, an assessment of student learning, a summary of changes experienced or anticipated in the program's enrollment, demographics, and achievement, and a description of the program's past and future goals. Separate from the feedback provided to specific programs, the team reviewed an example of the PRC's annual report providing a comprehensive annual assessment of the effectiveness of the program review process and suggested improvements. The team reviewed documentation indicating the College routinely discusses outcomes assessment and uses assessment results to make program modifications. For example, the evaluation of existing math courses enabled the redesign of Math B65 and Academic Development (ACDV) B72. Each of these courses combined the curriculum of two separate semester courses into one-semester options. A similar redesign effort occurred in the College's remedial English sequence, enabling the establishment of ACDV B80, an integrated reading/writing course, and an accelerated English 53 course. (II.A.2)

In the most recent academic year, BC transitioned to eLumen, which is a software used to track and maintain Course Outlines of Record (COR) and SLO assessment. The Assessment Committee faculty co-chair serves on the CC to help assure coordination between the two committees. The team verified that the College has implemented a rigorous SLO assessment process and expects that SLOs in each course are assessed on a continuous basis with each SLO being assessed at least once within a six-year cycle. The assessment of SLOs is then required to be reported as part of the annual program review process. The team reviewed documentation that indicates the Curriculum Committee follows up with departments whose courses have not been assessed within the six-year cycle and requests that these courses be assessed or archived. The team reviewed documentation required as part of faculty evaluations that indicates courses found to have ineffective SLOs are modified in accordance with the College's "Plan, Assess, Reflect and Refine" (PARR) process. All faculty are required to include SLOs in every syllabus, and the

team verified via a random spot check of course syllabi that a significant majority of instructors include SLOs on their course syllabi. Review of online course syllabi indicated a small number of syllabi included SLOs that either did not correspond to the current COR or were the course objectives not outcomes. The team suggests that the College assess whether its current process for verifying that syllabi contain appropriate course level SLOs needs revision. (II.A.3)

Over the last three years, the institution significantly revised its pre-collegiate course pathways in math and English to accelerate student progress by adopting multiple measures and further implementing the Guided Pathways approach. The College used data gathered through the curriculum and program review processes, in conjunction with data and practices developed through various state initiatives (e.g., California Acceleration Project, Basic Skills, Student Success and Support Program, Student Equity) to reduce the time necessary for students to reach transfer-level courses. The team documented that faculty were extensively involved in the creation, discussion, and approval of the content of proposed remedial courses throughout the curriculum approval process. In addition, the Curriculum Committee ensures a logical sequence of remedial courses to provide the foundation for successful transfer-level course completion. The sequence of remedial to transfer-level courses in English and math is communicated in the *College Catalog*. Interviews confirmed that the College is working with a local Adult Education Block Grant Consortium to create bona fide pathways from pre-college, noncredit courses to degree and certificate programs. (II.A.4)

The institution has clearly defined and published policies that outline the requirements for all degrees and programs offered. Information about degree and program requirements is available in Board Policy (BP) 4B *Programs/Instruction* and BP 4D *Graduation*, the *College Catalog*, and College website. The team verified that the College utilizes course and program approval processes that help ensure appropriate program depth, rigor, time to completion, and synthesis of learning. The College established general education requirements that align with degree and transfer requirements. The team confirmed that all BC associate degree programs require completion of at least 60 semester credit units. (II.A.5)

The College's Enrollment Management Committee (EMC) coordinates review of the schedule of classes and program offerings. The team obtained written and verbal documentation highlighting BC's efforts to schedule all course offerings in a manner that allows students to complete certificates within one year, associate degrees within two years, and the baccalaureate degree within four years. Course sequences reflecting the desired completion times are required as part of the curriculum approval process. Department faculty and instructional deans are responsible for reviewing course schedules to ensure that timely degree and certificate completion is possible for students attending in the day, evening, and at remote locations. The Guided Pathways Completion Coaching Communities also provide feedback on program completion barriers. For example, in 2017-2018, the Communication Department found that the addition of an evening section of a particular course was required to allow evening students to complete the requirements for their degrees. BC has tracked student "momentum point" data for several years to assist in promoting timely completion of degrees and certificates. (II.A.6)

The team observed that the College has developed the infrastructure to support the needs of diverse student populations by providing course offerings in multiple modalities, on variable

calendars, and at multiple locations. The team confirmed that the College regularly reviews the performance of distance education (DE) classes using key data points, which are used by faculty for analysis in their annual program review. Further, BC offers its faculty numerous professional development opportunities to improve DE teaching methodologies, including the *Teaching 'n' Technology Summer Institute*, the *Accessibility Flyer*, design tools training, and Canvas workshops. Additionally, the College applied to participate in the state-wide Online Education Initiative (OEI) with a focus on student equity and culturally-responsive teaching. The team reviewed BC's disaggregated data related to student completion and success. Partly in response to gaps in achievement data, and as part of its Guided Pathways implementation, the College created "Affinity Groups," which include African American students, online students, veterans, and DREAM Act students, among others. The College used data from surveys and program reviews to enhance services offered to students, including improvements to the learning skills program, the veteran's center, Disabled Students Programs and Services (DSPS), and the Extended Opportunity Programs and Services (EOPS). In part, as a result of its Rural Initiatives efforts, the College provides an appropriate level of student support services and instructional support services to those attending at remote sites, including tutoring, counseling, financial aid, Disabled Student Programs and Services (DSPS), Extended Opportunity Programs and Services (EOPS), and CalWorks. Tutoring is provided to remote students both online and face-to-face. (II.A.7)

The team confirmed that Bakersfield College does not use any department-wide course or program examinations. However, several programs prepare students to take external licensure exams. (II.A.8)

The team verified that the *College Catalog* clearly articulates the courses required for all degrees and certificates, and to meet graduation requirements. Course and program development processes are outlined on the Curriculum Committee's webpage, the draft *Curriculum Committee Handbook*, and in BP 4B4. The team observed that curriculum, assessment, and program review processes promote dialogue between faculty, staff, and administrators regarding development and assessment of programs and their expected learning outcomes. Assessment Committee guidelines described above help to ensure that course assessments are genuinely tied to attainment of SLOs. The College has mapped all course-level SLOs to program learning outcomes, institutional learning outcomes, and, in the case of general education courses, general education learning outcomes, which are used as the basis for awarding credit. The team validated that the institution offers courses and programs within acceptable norms of unit calculation for lecture and lab-hour based courses. The institution does not offer courses based on clock hours. (II.A.9)

The institution publishes appropriate transfer-of-credit policies and information in its catalog. Transfer information is provided through individual and group meetings offered by the counseling department and transfer center, as well as during new student orientation workshops. The team corroborated that incoming transfer of credit is evaluated by the BC Admissions Office review of transcripts and may include credit for military service, Advanced Placement, and College Level Examination Program (CLEP) test scores, and completion of courses at other accredited institutions. The Articulation Officer is a standing member of the Curriculum Committee and is responsible for reviewing the alignment of SLOs with California State

University (CSU) articulation standards. Courses are submitted to both CSU and University of California (UC) for articulation review and, once approved, are entered in the state online Articulation System Stimulating Interinstitutional Student Transfer (ASSIST) system. The team is impressed with the extent to which the College has worked with CSU Bakersfield to ensure local Associate Degree for Transfer pathways are fully articulated and to extend their internal Guided Pathway work to four-year educational completion plans for their students. (II.A.10)

The team corroborated that BC has developed four ILOs: Think Critically, Communicate Effectively, Demonstrate Competencies, and Engage Productively. The College has mapped its ILOs to the six competencies of this standard. Indirectly, the ILOs are assessed "continuously" since course-level SLOs have been mapped to the ILOs. As discussed in Standard II.A.2, the team substantiated that the College has made programmatic adjustments based on assessment of outcomes. (II.A.11)

The institution has made available three options for completing general education requirements, referred to as the BC GE pattern, the California State University General Education (CSUGE) Breadth, or the Intersegmental General Education Transfer Curriculum (IGETC). The BC GE pattern includes the local associate degree requirements. CSUGE and IGETC provide an outline for general education requirements for the CSU and UC, respectively. Per the draft *Curriculum Committee Handbook*, the General Education Subcommittee of the CC is responsible for assessing whether courses should be included in the general education pattern based on evaluating course content compared to the established GELO. Each GELO is indirectly assessed on the same schedule as course-level SLOs. (II.A.12)

Bakersfield College currently offers one baccalaureate degree, 37 local associate degrees with discipline-specific areas of emphasis, and 29 Associate Degrees for Transfer (ADT), which may include interdisciplinary core requirements. Department faculty determine which core competency courses will be included in each degree and certificate and map the course-level SLOs to PLOs. Courses included in ADTs are approved by CSU under the California State Chancellor's Office Course Identification Numbering System process, which entails approval of learning outcomes to match CSU course requirements. The team verified that every program has identified PLOs, which are made available to the public through the *College Catalog*. (II.A.13)

Career and technical education (CTE) programs have advisory committees that include industry experts and faculty from appropriate disciplines. The team reviewed advisory committee minutes and found documentation of regular discussion between faculty and industry experts related to external skill requirements, changing industry needs, and employment trends. Career requirements are integrated into courses and programs (e.g., automotive, culinary arts, nursing) to enable students to complete industry-required content and prepare for industry licensure exams, if applicable. As appropriate, CTE programs at BC may include work-based learning opportunities. If external entities have established examinations or other criteria to obtain licensure to practice, the team confirmed the College tracks and makes publicly available students' pass rates via the College website. All CTE programs undergo program review on a two-year cycle and the College uses a CTE Outcomes Survey to track employment outcomes. (II.A.14)

The team validated that the institution follows an adopted program discontinuance procedure established by the Academic Senate in 2009 that complies with BP 4B6. The procedure outlines criteria for a program to be discontinued and describes the steps to enable students currently enrolled in the program to complete the program in a timely manner. It is rare for the College to completely discontinue a program; more often, program requirements are significantly modified to align local degree requirements to an ADT or update a program for relevancy. If courses previously offered are no longer available, the College ensures that appropriate course substitutions are available to facilitate student completion. Major changes to any program requirements are reviewed by the curriculum process and communicated to students through the counseling department and catalog. In 2013, for example, the Real Estate certificate and degree programs were discontinued. Also in 2013, a local AA degree in Art was modified to create the Studio Art ADT program. (II.A.15)

Regardless of course location or delivery modality, BC has a well-designed, integrated, and functional approach to ensure regular evaluation of program relevance, appropriateness, and currency through the program review process and the assessment of SLOs. All programs undergo comprehensive program review and an annual update. The team was provided verbal and written evidence that indicates the College program review process connects program effectiveness and relevancy to resource needs to maintain and improve program offerings. The team reviewed the BC Program Review template, which requires each program/unit to reflect on past goals and changes and helps ensure that outcomes are evaluated longitudinally as new data become available, and the ongoing program review process includes assessment of long-term impacts of change (II.A.16).

Bachelor's Degree

Consistent with the stated mission of the College, the Bachelor of Science degree in Industrial Automation (BSIA) is appropriate to the needs of the profession and the needs of the community. The mission statement was reviewed and revised to reflect the addition of the degree to the college's program offerings. (II.A.1)

Through an annual program review process the BSIA program is reviewed using student learning outcomes and achievement data. Achievement data is disaggregated for review by the department to analyze the progress of students from diverse backgrounds and the program review process specifically prompts the department to consider any equity gaps. All students enrolled in the BSIA program are given a course syllabus that helps them understand the learning outcomes, learning objectives, goals, assignments, grading criteria, and methodology for determining final grades. (II.A.3)

The team reviewed the BSIA in the college catalog and program pages described on the College and department website to validate that BC has established a baccalaureate program that follows practices common to American higher education. The length, breadth, and depth; course sequencing; and, time to completion are appropriate for the bachelor's degree. These program plan elements are consistent with the quality and rigor of baccalaureate degree programs in higher education. A review of the curriculum confirmed that the program requires 121 semester units and 71 of those units are in industrial technology and automation. Course scheduling

patterns reflect the College's commitment to offer courses in a manner to facilitate the progression of students through program completion. In addition, online offerings have increased access. Students meet with a dedicated counselor to plan their program schedules to ensure completion of all program requirements. (II.A.5, II.A.6, II.A.9, II.A.13)

The team found that PLOs and course SLOs in the BSIA program are consistent with the expected norms of higher education and upper division course requirements. Program learning outcomes integrate concepts of professionalism, analysis, ethical reasoning, demonstration, and application of competencies. These SLOs build upon the knowledge attained upon completion of lower division requirements. The BSIA bachelor's degree was verified to ensure a general education pattern consistent with the CSUGE. (II.A.10, II.A.11, II.A.12)

The BSIA program had its first graduates in spring 2018. The team interviewed the program faculty and found that all seven of the first graduates were employed in the field. Several of those graduates received promotions as a result of the degree attainment. The combination of these placements and the extensive project-based learning in the BSIA program provides evidence that the program developed appropriate competencies to meet employment standards. (II.A.14)

Conclusion:

The College meets the Standard.

Commendation 2: The team commends the College for its commitment to mission as exemplified by its proactive outreach to and support of its students in the rural portions of its 5,000 square-mile service area, including the communities of McFarland, Arvin, Wasco, Shafter, and Delano, through the Rural Initiatives program. The College's efforts to partner with these and other rural Kern County communities to offer classes and support services at remote sites has helped create the foundation for a college-going culture throughout the Bakersfield College service area. (II.A.1, II.C.3)

IIB. Library and Learning Support Services

General Observations:

Bakersfield College (BC) supports the library and learning support services by providing equipment and resources that enhance student learning and the College's mission. The library and learning support services are regularly evaluated for adequacy and effectiveness in meeting student learning needs through a variety of methods, including various types of surveys, data sets, and student learning outcomes. BC provides library and learning support services for all of their students regardless of location or mode of instruction, including providing reference services to prison inmates. The library and learning support services collaborate with faculty experts and other professionals to ensure the appropriateness of resources, materials and equipment, including working with outside vendors and institutions, in order to support student learning.

The team confirmed the College's commitment to the library and learning support services by reviewing the resources and personnel assigned to assist students both online and in person. The library used the program review process to increase its database budget, increase librarian hours at the Delano site, and purchase software to support distance education and the Rural Initiatives. The library has also added to their collection materials for the baccalaureate degree, including a new online database (EBSCO Applied Science and Technology Source), and the purchase of a new eBook collection. The team validated that the library supports students regardless of location through the use of online periodical and eBook databases, online chat reference, online tutorials and subject guides, embedded workshops in Canvas, satellite library locations, and annotated bibliographies mailed to prison inmates. The library continuously provides instruction for its users through individual reference interviews, workshops, orientations and library credit classes. (II.B.1)

The team observed that BC has an extensive and impressive list of services to support student learning and achievement, such as tutoring hubs, Supplement Instruction (SI), Math, Engineering and Science Achievement (MESA) tutoring, Math Learning Center, Student Success Lab, Tutoring Center, Writing Center, and NetTutor. The Media Services department supports technology at multiple locations, including off-site and online by providing instructional technology and support for distance education classes and users, and through video conferencing. The team confirmed that the College continually offers instruction for students on the use of Canvas through the Renegade Student Hub, which is located in the library, and through online workshops. (II.B.1)

The team validated that the College selects materials and equipment based on the recommendations of faculty, librarians, and student support professionals to improve student learning and enhance the achievement of the mission. The library engages faculty input through the librarian liaison program, a detailed collection development policy, and by having a seat on the Curriculum Committee in order to determine appropriate resources for all new courses and programs. (II.B.2)

The team substantiated that the College evaluates the library and other learning support services to ensure that they are adequately serving student needs and are contributing to student success. The College uses a variety of tools, including surveys, student learning outcomes (SLO), annual program review (PR), and the Starfish Retention Solutions to evaluate the library and support services in order to continually improve and expand the services needed to increase student success and achievement at the College. Course SLOs, workshop SLOs, and program Administrative Unit Outcomes (AUOs) drive the services offered at the library and learning support services. For example, the Math Department used the program review process and course SLO results to request additional support in the Math Learning Center. The Writing Center used the SLOs from the student's current course to direct the learning support for that student. The library uses workshop SLOs to identify gaps in student learning to make adjustments to the workshops, as well as to create new workshops, such as *Detecting Fake News*. (II.B.3)

The team verified that the College collaborates with multiple outside vendors and institutions to support student learning and instructional programs. The library has contracts with vendors for databases, the library management system, and library tutorial and reference support tools. In addition, the library has an agreement with California State University, Bakersfield to allow BC students to borrow books from its library. The team corroborated that the library uses annual database and collection statistics to evaluate the usage of each database to ensure that the resources are meeting student research needs regardless of mode of delivery. Learning support services recently acquired the Starfish Retention Solutions to support student success, which was in response to their evaluation of the previous student early alert system. Media Services has multiple contracts with outside vendors to provide tools, software, and support for technology services across all the campuses as well as for distance education. (II.B.4)

Bachelor's Degree

Library and learning support services for the College's Bachelor of Science degree in Industrial Automation are the same as for all students. Print library materials for the bachelor's degree were added to the collection by librarians in consultation with program staff for Industrial Automation. Additional full-text journal databases have been added as well. The team's review of the library's catalog and database searches confirmed that sufficient materials at appropriate levels are available to the baccalaureate degree students. The faculty hold their office hours during an open lab session in the program's facilities and students use that time to access lab resources and receive needed academic support for coursework. In addition, the team verified that senior year (fourth year) students are working as tutors for students in lower division and their junior year (third year) of coursework. (II.B.1)

Conclusion:

The College meets the Standard.

IIC. Student Support Services

General Observations:

Bakersfield College (BC) provides a wide array of student support services to promote student learning that is consistent with the mission of the institution. The College provides equitable services regardless of location and means of delivery to meet students' needs and demonstrates a strong commitment to bringing services to students where they are. Through the work of Guided Pathways, BC integrates academic and student support services by embedding cross-functional teams in the Completion Coaching Communities within the Learning and Career Pathways and Affinity Groups.

The College adheres to Board Policies (BP) to provide accurate information about pathways to enable students to complete degrees, certificates, and transfer goals. The College regularly assesses and evaluates the quality of student support services through its program review and outcomes assessment processes. More importantly, the College uses data and assessment results to continuously improve student support services.

Findings and Evidence:

The team conducted site visits at the College's Panorama Campus (main campus), Delano Center, and Weill Institute. The team reviewed evidence and the learning management system to verify that BC provides a wide array of student support services, regardless of location or means of delivery, including distance education, to support student learning. To enhance the effectiveness of supporting students, the College provides cross training to the Completion Coaching Teams in order to provide timely wrap-around support services to students. The College regularly evaluates the quality of student support services through program review process to enhance accomplishment of the institution's mission. (II.C.1)

The team confirmed that the College identifies and assesses learning support outcomes through the annual program review process by analyzing data trends, survey results, and focus group findings. The Office of Institutional Effectiveness, which was established in fall 2016, has improved the College's ability to support its mission and commitment to academic learning and student success by providing quality and relevant information that facilitates evidence-based decision-making and planning processes. As noted in Standard I.A.2, the Office of Institutional Effectiveness provided data to support the College's *Strategic Directions*. The College uses assessment data and findings to continuously improve student support programs and services and develop interventions to achieve desired outcomes. The team noted that through the Completion Coaching Communities and the Guided Pathways framework, the College has created "counseling with a purpose," a network where student support services work alongside instructional faculty to create a community of help that is individualized for each student. (II.C.2)

The team verified that all student support services have established administrative unit outcomes (AUOs) aligned with the institutional learning outcomes (ILOs). The AUOs are assessed and results and improvement plans are reported through the annual program review process. All program review-related documents are posted on the Assessment Committee's website. The team suggests that the College continue to strengthen the student services outcomes assessment processes and ensure ongoing broad participation among constituent groups in the use of data to make improvements in programs and services. The team further suggests that BC strengthen the connection between learning support outcomes for its student population and appropriate student support services and programs provided to achieve those outcomes. (II.C.2)

Through on-site visits and interviews, the team verified that the College provides equitable access to appropriate comprehensive services through a combination of in-person and online support for students regardless of service location or delivery method. The College recently re-designed the *College Catalog* to make it more accessible; use online resources, including social media; and have hired additional faculty and staff through the Student Success and Support Program (SSSP) and Student Equity funding to provide equitable access to student support services. Through interviews with the student affairs leadership and student leadership teams, the site visiting team observed the College's strong commitment to providing equitable support services to students, including those from the rural communities. The team heard a consistent message from administrators, faculty, staff, and students that the College is committed to

proactively bringing support services to students where they are and helping them achieve their educational goals. (II.C.3)

The team reviewed evidence and validated that BC provides co-curricular and athletic programs that support its mission and contribute to the educational experience of its students. The College regularly evaluates the quality of the co-curricular and athletic programs through the program review process. Bakersfield College provides a wide variety of student activities, student clubs, and special events to enhance student life. The Office of Student Life provides support to co-curricular and athletic programs and manages their budgets. Board Policy 4F *Student Activities and Organizations* defines intercollegiate competition (BP 4F1) and student finances (BF 4F6). (II.C.4)

The team confirmed that the College provides counseling, academic advising, student education plan workshops, and courses to support student development. To prepare counseling faculty and educational advisers to provide accurate information about academic policies and requirements, the College requires counselors and advisers to participate in ongoing training and professional development and attend bi-weekly department meetings. In addition, counselors and educational advisers work directly with program faculty and staff to provide embedded counseling and advising to students in the Completion Coaching Communities, Learning and Career Pathways, and Affinity Groups. (II.C.5)

Bakersfield College adheres to admission policies consistent with its mission and follows BP 4A *Admissions and Registration* that specifies students' eligibility for admission. The College provides educational opportunities to students from diverse economic, cultural, and educational backgrounds. Information and requirements about pathways to complete degrees, certificate and transfer goals are published in the catalog and on the website. As part of the Completion Coaching Communities, counselors and educational advisers recommend pathways to ensure completion of certificate, degree, and transfer goals, including the pathway to complete the baccalaureate degree at the College. (II.C.6)

The team verified that BC uses a combination of the state-approved Accuplacer assessment instrument and high school academic performance in a multiple measures of assessment process. The College regularly evaluates placement instruments and practices to validate their effectiveness while minimizing biases using the consequential validity study, disproportionate impact study, and cut score establishment process in consultation with discipline faculty. The College uses the findings of the Multiple Measures Assessment Project to set the high school performance metrics for student placement. (II.C.7)

The team corroborated that the College maintains student records permanently, securely, and confidentially, at the District Office with backup records stored electronically at Porterville College to provide disaster recovery if needed. Bakersfield College publishes and follows the established Board Policy 4F8 *Student Records, Directory Information, and Privacy*. This policy governs the release of student records and defines directory information. (II.C.8)

Bachelor's Degree

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. College policies support its use of the CCCApply application to facilitate open access for all students. All students interested in the Bachelor of Science in Industrial Automation (BSIA) program can work with a dedicated counselor who specializes in the program requirements and works exclusively with the BSIA students. Applicants must have earned an overall grade point average (GPA) of at least 2.00 and an earned a GPA of at least 2.50 in the lower division technical core to qualify for admission to the baccalaureate program. These requirements, in addition to the completion of necessary prerequisite coursework, are consistent with the college mission to ensure that student qualifications are appropriate for the program. (II.C.6)

Conclusion:

The College meets the Standard.

Standard III

Resources

IIIA. Human Resources

General Observations:

Bakersfield College (BC) has well-established recruitment and hiring processes and training for faculty, classified staff and administrators. These human resources processes are grounded in the engagement and shared responsibility of all constituency groups. The Human Resources (HR) Department in the Kern Community College District (KCCD) oversees all human resources functions in conjunction with management support at each of the colleges.

Guided by hiring criteria that adheres to Title 5 of the California Code of Regulations, and policy that was adopted by the Board of Trustees, BC ensures that their comprehensive employment practices are fair and equitable, and result in the hiring of well-qualified employees who meet or exceed minimum requirements. Bakersfield College has increased the number of qualified personnel that support its programs and services determined, in part, by the College's program review process and enhanced recruitment efforts of the College's HR Department.

Bakersfield College has a number of avenues for the review and revision of HR policies and procedures that provide for broad consultation among campus constituency groups, while ensuring consistency and accountability. All aspects of Human Resources management, including an ethics policy for all employees, align with the College's core value of integrity while focusing on building the capacity of all personnel to contribute to the mission and support key initiatives and overall institutional efforts. The College uses various delivery methods to provide professional development opportunities for all employees.

The Human Resources Department tracks employee evaluations and the due dates with reminder notices sent to the direct supervisors. Finally, the District's Office of Human Resources maintains the security and confidentiality of personnel records, providing access only as requested and appropriate to employees or their direct supervisors.

Findings and Evidence:

The team confirmed that Bakersfield College (BC) has clear policies and procedures for hiring faculty, classified, and administrative employees as evidenced by Board Policy (BP) 7B1 *Personnel Transactions*. All board policies and related administrative procedures are accessible to the public via the District's website. All job openings are posted on the KCCD Careers Website for a minimum of ten days with links to the appropriate applications materials. Job descriptions clearly indicate the position duties, responsibilities, and minimum qualifications. The College and District adhere to hiring regulations, procedures, and protocols to ensure they meet the needs of a diverse student body, provide quality programs and services, and improve institutional effectiveness. (III.A.1)

Bakersfield College's employment practices are supported by the District's HR Department. These policies and procedures are reviewed and revised regularly to ensure that BC is operating in the most effective manner and in compliance with board policies, administrative procedures, and state and federal laws. For example, the BC HR Department's *2017-18 Twelve-Month Work Plan* notes that HR facilitated college participation on the Equal Opportunity and Diversity Advisory Council (EODAC) and on the Accreditation and Institutional Quality (AIQ) Committee, which supports evaluating and revising policies and procedures. (III.A.1)

The team reviewed Board Policy 5G1A, which states: "[i]t shall be the policy of the Kern Community College District that a faculty hiring process be established to provide for highly qualified College faculty who are expert in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can enhance overall College effectiveness, and who are sensitive to and representative of the racial and cultural diversity of the District adult community." According to BP 5G *Faculty Hiring* and the *Job Development Specialist Handbook* (#02237) provided by the BC HR Department, all hiring processes at BC use a screening committee that facilitates a five-step process to ensure that the faculty possess adequate and appropriate knowledge of the field or discipline in addition to ensuring that their skills align with the needs of the department and support student success. (III.A.2)

The team noted that administrators and other college personnel responsible for educational programs and services undergo the same recruitment, screening, and overall scrutiny for appropriate qualifications and experience. Applicants apply via the KCCD Careers Website and the HR Department provides a preliminary screening of required application materials, including official transcripts. (III.A.3)

The team verified that the HR Department reviews academic degrees from both U.S. and international universities and confirms that degrees meet the appropriate minimum qualifications for California community colleges. Each posted job description contains the following statement: "Degrees and credits must be from accredited institutions (Title 5 Section 53406). Any degree from a country other than the United States, including Canada and Great Britain, must be evaluated by an evaluation service." As necessary, the BC Equivalency Committee reviews faculty qualifications to determine if the individual meets minimum qualifications using the specific equivalency criteria outlined in Procedure 5G4C1 of the Board Policy Manual. (III.A.4)

Through interviews with the District and College HR Departments as well as the EODAC, the team corroborated that the evaluation of full and part-time personnel closely adheres to Articles 5 through 7 of the collective bargaining agreements between the District and the Kern Community College District Community College Association/California Teachers Association/National Education Association (KCCD CCA/CTA/NEA); Article 3 of the California School Employees Association (CSEA) Contract 2015-2018; and/or, Board Policy 6E. The College's evaluation of its personnel is considered a critical component of accurately assessing the effectiveness of overall job performance. The HR Department utilizes a monitoring system to ensure that evaluations are completed. Reminders are sent to the direct supervisor, as needed, to support the completion of evaluations in a timely manner. The team was impressed by BC's verified rate of evaluation completions noting that 97 percent of faculty evaluations are complete, 99 percent of

classified personnel evaluations are complete, and 100 percent of all confidential and management employees' evaluations have been completed to date. (III.A.5)

The team validated that Bakersfield College uses effective methods to inform the need for faculty for each program and service. Specifically, the College uses annual unit plans and adheres to state mandates to determine the sufficient number of qualified faculty. These state mandates include the 50 percent Law, Title 5 of the California Code of Regulations, and the annual state Chancellor's Office Faculty Obligation Number (FON). The Faculty Chairs and Directors Council (FCDC) approves annual requests for faculty positions by prioritizing program needs related to student success and addressing institution-set standards. (III.A.7)

The team confirmed that Bakersfield College ensures its adjunct faculty are integrated into all aspects of the institution. For example, adjunct faculty orientation is offered in the evenings and on weekends. The recruitment and hiring processes are explained to prospective applicants through the hosting of adjunct faculty fairs during the fall semesters. In addition, adjunct faculty are encouraged to participate in professional learning opportunities offered at BC, and to serve as mentors to students in the Summer Bridge Program. (III.A.8)

The team validated the College's efforts to meet its operational staffing needs by using the established program review process. Additional classified staff positions identified via program review are formally requested using the *Classified Request Form* (CRF). The FCDC prioritizes the CRFs and recommends approval of new classified positions. (III.A.9)

The team observed that BC developed both a comprehensive three-year analysis and an annual review of the College's administrative structure. Representatives from each of the constituent groups serve on the Annual Administrative Structure Task Force (ASTF) to consider the various roles and responsibilities of each administrator before making a recommendation to the College Council for changes to existing positions or recommending new positions. An essential component of the ASTF's guiding principles indicates an emphasis on the "Review and update [of the 2017-2018] administrative structure…that promotes the values, mission and strategic directions of the college." The College Council makes the final recommendation regarding the administrative structure to ensure that the College is maintaining a sufficient number of qualified administrators. (III.A.10)

The team confirmed that Bakersfield College complies with all District personnel policies and procedures, which are outlined in the KCCD *Board Policy Manual* (sections 5-7) as well as relevant negotiated portions of the District's collective bargaining agreements. The team verified that these personnel policies are published and accessible on the KCCD and BC websites. Additional sources of accountability with respect to employee experience at BC include the District's climate survey and the College's *Accreditation Survey*. For example, the chancellor stated that the KCCD newsletter, *What's New*, was developed in response to the *2016 Campus Climate Survey* results indicating that there was a need for more frequent communication from the District. (III.A.11)

Board Policy 7D *Equal Employment Opportunity and Unlawful Discrimination* promotes employment opportunities and safeguards against unlawful discrimination. The team recognized

that Bakersfield College's core value of diversity is expressed through BC's commitment to cultivating an understanding of equity and diversity, and to hiring a diverse faculty and staff through the efforts of the EODAC. According to the Council's charge, "the EODAC is responsible for educating and orienting the college about the issues and concerns related to diversity while helping to create an inclusive, engaging, and conscious college culture through (among other things) … delivering diversity training for students and employees, both new and returning, to promote awareness action and in some cases, changes in the way the college addresses diversity."

The team confirmed with the Professional Development Committee, the EODAC, and both the District and College HR departments that every member of a hiring committee receives "implicit bias" training before she or he engages in a selection process. Additionally, to reduce bias, the hiring committee develops interview questions before the applicant pool is made available for review to the hiring committee members. To further demonstrate its commitment to diversity and broaden the impact on the entire community, BC is considering making the "implicit bias" training available and, possibly, mandatory college-wide. (III.A.12)

Board Policy 7E *Code of Ethics* delineates the ethical and professional standards for all persons associated with the District, including employees, Board of Trustee members, students, volunteers, and third parties. BP 7E5 binds employees to the expectations of the policy. Article 4 of the faculty collective bargaining agreement covers professional expectations, including requirements to communicate in a professional manner, refrain from conducting personal business or using District resources for personal business, and adhering to college and District policies and procedures. Article 4.B.1 states that faculty members can be disciplined under provisions of the California Education Code. Article 10.E of the classified collective bargaining agreement provides the grounds for dismissal or suspension of any person employed in the classified service including insubordination, offensive or abusive conduct, dishonesty, immoral or criminal acts, falsifying information supplied to the District, and willful or persistent violation of the Board policies. While the consequences for violating Board policies and District procedures are contained in the collective bargaining agreements, the team suggests that BP 7E would better align with the Standards if consequences for violating the code of ethics were outlined and incorporated directly in the policy. (III.A.13)

In keeping with its core value of learning, the team observed BC's commitment to supporting professional learning needs for all constituent groups. The team heard directly from several employees throughout the visit, including representatives from the Professional Development Committee, that there is a wide selection of professional development offered at the College ranging from an extensive number of Flex Day activities, the hosting of on-campus summits, and sending employees from each constituent group to attend off-site training. The team noted the College's demonstrated commitment to ensuring all members of its community have access to learning opportunities delivered on multiple platforms in both real-time and on-demand formats. The team was especially impressed by the president's strategic closure of the entire college on mandatory Flex Day so that all constituents could participate collectively in those learning activities. (III.A.14)

The team confirmed that the institution has provisions for keeping personnel records secure and confidential. Both the District and the KCCD CCA/CTA/NEA Agreement, Article 14 - Personnel Files and Complaints; and, the CSEA Agreement, Article 3 - Personnel Files, ensure that the College provides employees access to their records. The District safeguards the security and confidentiality of personnel files by maintaining files in a secured area and limiting access of those files to the employee and his/her direct supervisor. Further, a log is kept for the personnel files that have been reviewed noting who looked at the file and the reason for that review. (III.A.15)

Bachelor's Degree

The team verified that the listing of faculty academic credentials indicates that current faculty in the program meet minimum qualifications to teach in the Bachelor of Science in Industrial Automation (BSIA) program. Duties and responsibilities for faculty members are clearly delineated in the collective bargaining agreement. Duties include conducting program review, developing curriculum, and consistently assessing student learning outcomes. The team confirmed that the BSIA program has a lead faculty member plus other faculty assigned to support the program. (III.A.1, III.A.2, III.A.7)

Conclusions:

The College meets the Standard.

Commendation 3: The team commends the College for its commitment to capacity building of all members of the Bakersfield College community. This core value of shared and inclusive learning is evidenced by exemplary and multifaceted professional development initiatives, including locally-created Title IX training videos for students, "scholarships" for employee attendance at external conferences, and providing real-time and on-demand streamed workshops and events ensuring maximum accessibility and participation by all constituency groups. (III.A.14)

IIIB. Physical Resources

General Observations:

Bakersfield College (BC) is one of the oldest continuously operating two-year colleges in the state and is situated at the southern end of the Central Valley, 118 miles north of Los Angeles. The College was established in 1913 at the site of Kern County High School campus in Bakersfield (later renamed Bakersfield High School) until the College's relocation to its current site in 1956, which encompasses 154 acres. The main campus at 1801 Panorama Drive overlooks the prolific Kern River oil field. There are two major offsite locations: the Southwest Center, now known as the Weill Institute, and the Delano Campus 35 miles to the north.

The main campus currently has 35 buildings with over 700,000 square feet of instructional space. This includes a 10-acre agriculture lab and athletics facilities. In November 2016, Kern County

citizens voted to pass Measure J, generating $502.8 million in bond funding for improvements and expansion of their facilities and infrastructure.

An escorted tour of the campus revealed a mix of older renovated buildings, new buildings, repurposed buildings, and buildings under construction. The College has updated educational and facilities master plans that guide decision-making. Future plans include $415 million for capital outlay, drought, energy, exterior, safety, parking, roofing, utility/mechanical, technology, and Delano campus projects; the bulk of this money will be spent by 2024. Overall, the team observed the campus to be very clean and well maintained. The grounds, custodial, and facilities maintenance crews express great pride for the College and in their work.

Findings and Evidence:

Bakersfield College assures safe physical resources by employing licensed professional architects and construction managers to design and build all facilities. The team verified that this is assured through oversight from the District Office (DO) and the contracted program management company, AECOM-Parsons. Participatory governance committees, such as the Facilities and Sustainability Committee, assist the Maintenance and Operations (M&O) Department in identifying facility needs and planning future upgrades. The Facilities Master Plan (FMP) was recently updated in 2018 with broad campus and community participation and is shared publicly on the College website. (III.B.1)

All facilities are constructed for building and safety code compliance. The Division of the State Architect (DSA) inspectors are utilized to monitor construction of new and renovated buildings. The team confirmed during interviews that the College hires additional safety consultants, if needed, for its construction projects, as identified in Measure J and the updated FMP. (III.B.1)

Any unsafe or hazardous conditions can be reported through the Public Safety website, by requesting a M&O work order through the online forms service, or at the Public Safety office. Bakersfield College uses School Dude, a computerized facilities maintenance management program, and the team verified this function, including incident resolution, through a sampling of the database. All departments and offices have access to the program. Public safety officers routinely monitor the safety conditions throughout the campus and at offsite locations and report and respond to conditions as necessary. Departments and offices at offsite locations have access to the School Dude reporting program. Offsite locations are regularly inspected for safety and health concerns and BC offers a variety of proactive training and support, which the team found documented in the workshop/flex archives. (III.B.1)

The team verified that the College requires all employees to complete the Federal Emergency Management Agency National Incident Management System training, which is part of their on-boarding and documented in the DO Banner employee training database. The Public Safety Department routinely conducts emergency preparedness drills, which the team confirmed as documented on the College website and in email communication to employees. (III.B.1)

The team validated that Risk Management and Safety, through the DO, has responsibility for the storage, handling, and removal of hazardous materials. The DO contracts with a qualified third

party, North State Environmental, to remove hazardous waste and materials, which is routinely scheduled for twice per year. In addition, they use HealthWise on a monthly basis for medical waste sharps. (III.B.1)

The College ensures that all facilities meet federal, state, and county mandates for access, including the Americans with Disabilities Act (ADA). The team reviewed a sample of recent projects and confirmed during interviews and tours that such projects include a new concrete for the Path of Travel for ADA access around campus and new wayfinding signage that details the ADA path. (III.B.1)

The College assures sufficient physical resources at all locations through its comprehensive master planning processes; the team confirmed these processes are followed. The 2018 Facilities Master Plan (FMP) was developed from the data in the 2017-2020 Educational Master Plan (EMP). The FMP was created to facilitate the EMP. The team confirmed that the College utilizes the Facilities and Sustainability Committee to provide a communication between M&O and the rest of the college about new, on-going, and future facilities projects and plans. (III.B.2)

Since the passage of two locally funded bond measures, Measure G in 2002 for $180 million and Measure J in 2016 for $502.8 million, BC has been engaged in the renovation, expansion and planning for dozens of facilities projects. The College will finish the FMP with a total of 760,000 in building square footage with 224,000 square feet in renovation, 266,000 square feet in new construction, and 250,000 square feet in existing space. This will result in significantly improved classroom, laboratory, and library capacity load ratios.

The team confirmed that the M&O department develops space allocation reports that feed into the state allocation Facility Utilization Space and Inventory Option Net (FUSION) database. The M&O department was recognized with the President's Leadership Award in 2018. The consulting firm, Cambridge West Partnership, assisted the College in long-term planning for growth, sustainability and economic forecasts. Program review and an intentional and inclusive process to create the FMP, which was driven by the EMP, ensured that physical resource planning is aligned with the mission. The team verified through interviews and meeting minutes that the FMP originated from the Facilities and Sustainability Committee and was recommended by College Council to the college president. Ultimately, the Board of Trustees approved the FMP in 2018. (III.B.2)

The team validated that the College uses an annual program review process and FUSION space allocation reports to plan and evaluate the feasibility and effectiveness of physical resources. The president's office publishes an annual *Closing the Loop* report to document and translate how facilities and equipment resource allocations support broader institutional planning and goals. (III.B.3)

The team confirmed that the College's long-range capital plans are developed according to its mission, Strategic Directions, and academic programs; the Educational Master Plan drives the long-term FMP. In consideration of the total cost of ownership (TCO), the College's FMP analyzes infrastructure, including technology, utilities, parking, access to campus facilities, equipment and furnishings, and construction management. The team verified in documentation

and in interviews that a comprehensive TCO analysis, completed in 2018, takes into account on-going utilities, operations, maintenance, insurance and fees, and capital renewal. (III.B.4)

Bachelor's Degree

The College incorporates the Bachelor of Science program in Industrial Automation into the same annual program review process and has identified programmatic facilities needs in the update FMP. The team confirmed that, in their 2017-2018 program review, the program requested safety updates to existing classrooms and eight separate technology requests to support instruction. (III.B.3)

Conclusions:

The College meets the Standard.

IIIC. Technology Resources

General Observations:

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services. The team validated the evidence demonstrating their processes for broad communication and input from stakeholders regarding appropriate and adequate support. This is accomplished through an operationally-oriented Technology Support Services (TSS) department that works with the Information Technology department at the District Office (DO) and a participatory governance committee known as Information Services and Instructional Technology (ISIT). A three-year Bakersfield College *Technology Plan 2017-2020* shows how technology updates will ensure that the technology infrastructure, quality, and capacity are adequate to support the mission, operations, programs, and services.

The team conducted interviews with College employees and reviewed evidence that indicates that the institution works to assure reliable access, safety, and security. The team confirmed that the institution has placed college technology in locations throughout the District and documents a process for how needs are prioritized and assessed.

The team reviewed the institutional policies and procedures related to the allocation of resources and to the appropriate use of technology for the institution. These policies and procedures are easily available to students, faculty, staff, administrators, and campus visitors through the District and College websites. The team confirmed that the policies and procedures are appropriate guidelines for the use of technology in the teaching and learning process, as well as to support management operations.

The College Technology Processes, published on the ISIT Committee website, documents how technology decisions are made through an integrated model with program review. The resultant technology prioritization process is coupled with the technology assessment process, which includes surveys of students and employees. Interviews with the ISIT committee confirmed the thoughtful, collaborative, and collegial decision-making used by the College in technology acquisition. Information technology is viewed as an integral function of the College and the ISIT Committee provides oversight for technology needs and recommendations for policy, procedures, and resource allocation. For example, the ISIT Committee scheduled meetings at the outset of the fall 2018 semester to consider improvements to the technology prioritization process following program review requests. (III.C.1)

The ISIT Committee has broad representation from students, faculty, classified staff, and administrators. The committee uses surveys and identified themes to inform planning and resource allocation; these surveys were verified by the team as an annual effort, and the results are shared on the committee website. The need for broader WiFi coverage, for example, was identified through surveys and incorporated into long-term planning. The Bachelor of Science degree is able to access necessary technology through the annual program review process and has made several technology requests for 2017-2018. (III.C.1)

The Bakersfield College *Technology Plan 2017-2020* guides the work of TSS, and the ISIT Committee maintains purview for recommendations on program review requests related to technology. The *Closing the Loop* report documents how program review requests and the technology plan resource allocation meets the mission of the College. In recent years, BC has spent approximately $2 million per year on technology. For 2017-2018, total technology expenditures were approximately $2.5 million. Expenditures for the past three years were reviewed by the team, which demonstrated that all technology, including networking equipment, hub printers, audio/visual equipment, instructional computers, and employee computers is replaced according to a stated and implemented cycle. (III.C.2)

The College's TSS collaborates through biweekly meetings with the IT department at the DO to provide a reliable, safe, and secure technological environment. The team verified this through interviews and a review of meeting minutes. The College has taken sufficient measures to ensure the recovery of data in the event of a disaster or cyber breach. The District has a Banner Disaster Recovery site at Porterville College. An IT security officer, employed by the District, is responsible for monitoring and reporting on security issues and appropriately responding to security threats. The DO IT department maintains a website of all current projects, including descriptions and status. For example, the team confirmed that the eLumen data integration, recently competed in 2018, benefitted all three campuses. The site documents projects related to compliance, systems maintenance, new projects, and projects not started or on hold. BC IT staff meets regularly with the district and sister colleges staff to plan for and collaborate on various technology issues. In addition to remote biweekly meetings, in-person meetings are scheduled once per year at each site and a retreat is scheduled annually. Projects that impact all three sites, such as the recent move of employee email to the cloud, benefit from these meetings. (III.C.3)

The College created an Academic Technology Department in 2016 that is responsible for strategic and instructional leadership of technology and related professional development efforts. Led by an academic dean, the department includes an instructional design faculty and related support staff. The team verified that the Academic Technology Department collaborates with the Professional Development Committee to inform programming around the effective use of technology and technology systems. The 2018 workshop schedule shows extensive trainings around technology during flex week and throughout the semester. An annual Technology Needs Survey and the annual program review process provide for input on operational and programmatic needs. Summer Bridge provides technology training for students and newer faculty, and the team confirmed that an extensive first-year orientation program deepens this training for new full-time faculty. (III.C.4)

The team reviewed the technology policies in Section 3E of the Kern Community College District (KCCD) Board Policy Manual and associated administrative procedures. The policies were verified to sufficiently address acceptable use of technology (Section 3E1, 3E2), email (Section 3E3), employee expectations of privacy (Section 3E1, 3E3, and 3E4), and general security (Section 3E4). The team corroborated that compliance with federal guidelines for the Americans with Disabilities Act and Section 508 is managed through leadership from the Disabled Students Programs and Services (DSPS) on an on-going basis and by initiatives to ensure access through an Accessibility Task Force and the ISIT committee. Recent initiatives include a goal to improve accessibility college-wide through training with titles such as "It's New and Cool but is it Accessible?" Several accessibility-related trainings were confirmed by the team throughout 2018 to help meet this goal. (III.C.5)

Bachelor's Degree

The Bachelor of Science in Industrial Automation (BSIA) program received an initial $350k in startup funds. However, the team confirmed that the BSIA's technology needs are fully institutionalized in the College and acquire necessary resources through the program review process. For 2017-2018, the team was able to verify that the program received instructional technology and a new program manager through the program review process. In addition, the program will benefit with needed instructional space from new construction identified in the updated *Facilities Master Plan*. (III.B.3 III.C.1)

Conclusion:

The College meets the Standard.

IIID. Financial Resources

General Observations:

Overall, the fiscal condition of the College is healthy and is supported by the District allocation process. The District has allocated to the College a reserve of three percent, which is beyond the overall District reserves. This allows the College to make independent decisions for allocation if

the reserves are met. The District has a plan in place to provide for the post-employment retirement benefits, which are about $98 million.

Providing the proper support for faculty and students is critical and the College follows a process that allows resource allocation providing the best support for these areas. The financial resources are sufficient for the student learning programs and services to grow and become more efficient while maintaining the fiscal stability of the College.

Findings and Evidence:

The team verified that the program review process is used when considerations for budget enhancement and implementation are requested. The Program Review Committee (PRC) acts as a resource to administrative, instructional, and student support services. This committee makes recommendations to the college president, College Council, and the Curriculum Committee, as identified in the Program Review Committee's goals and objectives as evidenced in the February 27, 2018 meeting minutes. The PRC established a three-year program review cycle for all programs. The last annual update to the program review document was in August 2017. This document provides the template for programs to follow when completing their three-year review and requesting financial resources. In addition, the College integrates financial planning with its institutional goals and objectives that allow for a timely distribution of the fiscal resources necessary to implement these plans. The team was impressed by Bakersfield College's thoughtful, intentionally designed, and sustainable financial planning that integrates various sources of funding, including the unrestricted general fund, long-term categorical resources, short-term grants, and funds from the College Foundation. (III.D.1, III.D.2)

Activity reports for budgets are provided to all fiscal managers that show trends and areas that may be at risk. With the recent addition of the District-Wide Budget Committee (DWBC), the colleges will have an expanded role vetting the budget assumptions used in the KCCD allocation model. This vetting process will enhance the colleges' ability to ensure continued stable operations and provide for greater input into any future changes to the District's Budget Allocation Model, which is evidence of the District's commitment to collaboration in its decision-making processes. (III.D.1, III.D.2)

The team confirmed the College has guidelines and processes for budget development. These are used to ensure that there is an adequate fiscal balance within programs. These processes occur through the participatory governance committees at the College, including the Budget Committee, Program Review Committee, and the College Council. (III.D.3)

The team corroborated that the Budget Committee includes broad participation from students, faculty, classified staff, and administrators. The team recognized the leadership of the College's Budget Committee for their development and dissemination of the New Funding Formula calculator, which is used by the Enrollment Management Committee and the Guided Pathways Implementation team. In addition to the participation of students, faculty and staff, fiscal managers participate on the Budget Committee and serve as a resource by providing reports that assist in establishing goals and providing a realistic assessment of available resources. For example, the Budget Committee made recommendations detailed in a June 2018 memo titled

Funding Formula: Recommendations to Position BC. Data used by the committee included three-year modeling to account for full implementation of the new funding formula. The Budget Committee closely tracks the overall state budget to use in the development of budget models to prepare for the next fiscal year needs and possible funding that may be available. (III.D.4)
State funds come to the District for allocation to the Colleges according to procedures set forth in the State's Budget Accounting Model. The team validated that requests made at the College for personnel, equipment, and other needs are tied to the strategic goals. The College Master Development Timeline updated in February of 2017, provides the deadlines necessary to produce a final budget. The final budget goes to the Board of Trustees for adoption at their September meeting. During this time, the colleges must provide their requests for the coming fiscal year that includes new positions for faculty and staff as well as any requests for replacement equipment. The process for requests of additional resources are found in the budget calendar, which aligns with the release of the funding from the state. (III.D.5)

The team verified that approximately 65 percent of the budget supports direct instruction. This far exceeds the state requirement that a minimum of 50 percent be expended on direct instruction. Board Policy (BP) 3A1A6 requires that the unrestricted general fund reserve is no less than 15 percent. The same Board Policy requires a minimum of three percent reserves be held at each college, separate from the District reserve. The team reviewed the audit reports and validated the fiscal well-being of the District and the funds for all areas, including that categorical and general funds are accurately stated. The team confirmed that all audit reports include an accounting for all the general obligation bond funds and both restricted and unrestricted funds. In 2016-2017, the last year an audit was available, the District reserves were 16 percent and Bakersfield College had an eight percent reserve. All audit reports were found in the District Board documents under annual reports. The teams are particularly impressed with the overall fiscal stability of the District and the degree to which it plans for known liabilities and future uncertainties made possible by strong leadership from constituency groups and the Board. (III.D.6, III.D.9)

The team validated that annual audits performed by the external auditor are presented to the Board of Trustees for adoption. The audit reports include any findings and response plans for addressing identified concerns. There were no qualified findings in 2016 and one finding in 2017 that overstated the full-time equivalent student (FTES) from an open enrollment class, which was immediately resolved. (III.D.7)

Audit reports included the general fund, bond measures, categorical funds, and any special funds. Program review of all areas allows an evaluation of the effectiveness of and impact on programs and services for ongoing allocation of resources. (III.D.8)

Program review evaluation and audits provide insight to any problems and this process ensures compliance with federal regulations, including Title IV. (III.D.10)

The Foundations are auxiliary organizations to the District that serve to support the colleges by providing fundraising activities for student scholarships; they are governed by BP 3A12. The team validated that the College Foundation Board consists of twenty-two members that include seven staff members and one trustee. The Foundation meets on a quarterly basis and supports the

fiscal needs of the students by awarding over $500,000 in scholarships annually. The Foundation was formed in 1975 and has its own non-profit 501(c)(3) status. The team verified that the staff of the Foundation are paid for by resources of the Foundation with the exception of the Foundation Director, fifty percent of the director's salary is paid by the District. The team confirmed that the Foundation is audited annually and that those audits are complete and accurate as stated by the auditing firm. The team noted that the Foundation provided $250,000 toward the bond campaign, and recognize the Foundation Board of Directors for their engagement in supporting the mission of Bakersfield College, especially in their recent work related to the $502M passage of the 2016 bond measure. This contribution made possible the successful passage of the bond measure. (III.D.10)

The primary resource for College and District funding comes from state apportionment that is based on full-time equivalent student (FTES) enrollment. The College has been able to project FTES for growth and manage unfunded liabilities. The College has adequate reserves, which guards against any unforeseen circumstances. The reserves have increased over the past several years from less than one percent to over eight percent. (III.D.11)

Audits of fund balances over the years were documented and substantiated by the members of the Budget Committee, and were reviewed by the team for accuracy. In addition, the District has funded 68 percent of their other post-employment retirement benefits liabilities or about $58 million out of the $87 million identified in the last actuarial study completed in February 2018. The District issued a post-employment retirement bond in 2008 to help fund the liability and has placed funds in both revocable and irrevocable trusts. (III.D.12)

The District has no locally incurred debt that affects its financial condition. (III.D.13)

Bond measures were passed for Measure G and Measure J, under Prop 39 regulations that require performance audits and a citizen's oversight committee. Reports for both bonds have been posted on the business services website. These bonds support safety, repair, and improvements within the District. The bond program has also been part of the audit process. The team verified that the bonds have been audited and are in compliance with Prop 39 regulations. All audit reports were found on the College website and in Board Docs repository. (III.D.14)

Student default loan rates can have an impact to resources under Title IV of the Higher Education Act and, if compliance issues occur, the federal government identifies those deficiencies. The College has a default prevention task force that assists students to avoid defaulting on their loans, which keeps the default rates below the mandates of the federal program. The team confirmed that the trustees took action at their February 12, 2015 Board meeting to review and discuss the advantages and disadvantages of the Federal Direct Loan programs and the impact of the student default loan amounts on these programs. (III.D.15)

Contracts must meet the mission and goals for the institution. Board Policy 3A4 requires that contracts meet the requirement of the Public Contract Code Section 20651 as published by the State of California. Specific requirements are in place for both construction and non-construction projects; each type of project has its own level of bidding requirements. The team confirmed that the District and College follow required regulations for bidding both construction and non-

construction projects that reach the bid thresholds as stated in Public Contract Code Section 20651. This is evident throughout the purchasing process as well as the construction projects that have been undertaken by the College. The codes published by the state are in place to ensure that the lowest bid for a project is awarded to the most responsible bidder to avoid projects being awarded to firms that may have close relationships with staff or trustees in the organization that would have a conflict of interest. Additionally, these regulations serve to ensure the taxpayers that their bond funds and general fund resources are being used to provide services at the least possible cost to the College and the District. (III.D.16)

Bachelor's Degree
The team found that the financial resources allocated to the Bachelor of Science in Industrial Automation program are sufficient to support the program. During team interviews with college faculty and college and district administrators, they reported that the impact on the financial resources that have been allocated to BSIA program is consistently monitored to ensure the stability of the program. (III.D.1)

Conclusion:

The College meets the Standard.

Commendation 4: The teams commend the District for establishing and maintaining a culture of fiscal stability as evidenced by unmodified audit reports, funds earmarked toward known liabilities, substantial reserves, clearly defined plans to address potential future uncertainties, and a high degree of financial transparency. With the establishment of the District-wide Budget Committee, the District has demonstrated its commitment to collaborative decision-making and continuous improvement. (III.D.1, III.D.9)

Standard IV

Leadership and Governance

IVA. Decision-Making Roles & Processes

General Observations:

Bakersfield College (BC) has a well-defined and widely communicated decision-making process. The District delineates responsibilities to differentiate between primary and secondary roles in participatory governance shared with the colleges. Through interviews, records of dialogue, and other evidence, the team confirmed that the College has defined areas of primacy and broad opportunities for input to collective decision-making that are functioning effectively.

Committee charges and compositions as well as meeting agendas and minutes are communicated broadly and shared on the college website. Governance bodies provide for broad input capable of producing decisions leading to resource allocation and student success. Overall, Bakersfield College embraces broad participation in participatory governance and fosters a culture of evidence-based self-reflection that encourages all constituents to contribute in their primary areas of interest, expertise, and responsibility.

Findings and Evidence:

Board policies designate the participatory roles of leadership throughout the organization to promote student success through effective decision-making. Specifically, BP 2A2A describe discussions with Academic Senate and Classified Staff during re-organizations; BP 3A1B describes the process for developing the college budget in collaboration with the Academic Senate; and, BP4F2 describes procedures ensuring the student voice in District and College governance. (IV.A.1)

Through interviews and a review of evidence, the team validated that the College encourages innovation to enhance the quality of programs, facilities, and services of all kinds. Members of all constituency groups provided examples of improvements resulting from their input to problem solving efforts and/or institutional planning processes. Some examples provided by faculty were their inclusion on the District-Wide Budget Committee (DWBC), as well as their work with the students and administrators on Guided Pathways. During the first open forum, a staff member noted that: "this is the epitome of Bakersfield." During the team's interviews, an administrator stated that the college president has a unique perspective on leadership; it is distributed leadership grown from faculty and staff. The administrator discussed the Bakersfield College Administration Transition Team (BCATT), which is a program to pull faculty into administrative roles as openings become available. The college president has created a culture of leadership, where there is "no such thing as failing." (IV.A.1)

The team verified that the College has a vibrant and well-supported student government, with students sitting on a wide range of committees. In an interview with students and Academic Senate leadership, they expressed the feeling of being supported and included in decision-making processes. Board Policy (BP) 4F2 *Associated Student Bodies* designates that the student government has a voice in decisions made on campus and in the District; and committee membership of either one, two, or three students appointed to most college committees reflects this level of inclusion. The team confirmed that BP4F2 and the *Elements of Decision Making* document support student voice in District and College governance. (IV.A.2)

The *Decision Making Document* and all of the college committee schedules and agendas are easily located on the college website. During team interviews with Guided Pathways leadership, the team learned about the inclusive, participatory work that is taking place with students, faculty, staff, and administrators as Bakersfield College plans and implements their Guided Pathways work. All of the constituency groups have an opportunity to participate in robust conversations between students, faculty, staff, and administrators. Initial discussions regarding the Guided Pathways model occurred during three flex weeks, retreats, and during meetings and breakfasts throughout the academic year. (IV.A.3, IV.A.5)

The team verified that BP5A4 and BP5A7 delineate which academic and professional matters the Board relies primarily on or mutually agree to with the Academic Senate. Board Policy 5B3 establishes the Curriculum Committee as a subcommittee of the Academic Senate. All college committees have defined charges specifying the purpose and membership of the committee, including the reporting structure. Additionally, the Curriculum Committee, the Program Review Committee, and the Guided Pathways Implementation Team are composed of all constituency groups, including faculty and academic administrators. These committees review and plan student learning programs, courses, and support services as well as categorical programs included under the umbrella of the College's *Strategic Directions* and *2017-2019 Integrated Plan*. As a result of these structures, faculty have responsibility for curriculum development and make recommendations about student learning programs and services. (IV.A.4)

The team validated that BC has a well-defined decision making communication structure in which information is broadly disseminated through their website, emails, and through the different constituency groups. The College has been intentional in their communication to be able to communicate out through different mediums, including social media, the newspaper, the website, and a newsletter called *Letters from Bakersfield College* for older community members or grandparents. Through the team's interviews, various staff and faculty shared that there is a "web of communication" and that the committee structures are "intentionally designed" to make sure that committee members are able to report out broadly. They also shared that by the time a proposal reaches College Council, the related issues have been discussed several times. (IV.A.6)

The College regularly reviews the various committee charges and membership. Once the proposed changes have been reviewed through the constituency groups it goes to College Council for approval. College Council has broad membership with all of college constituency groups represented. In interviews with classified staff, faculty, and administrators, they shared that the College has a culture of transparency and broad communication. (IV.A.7)

Bachelor's Degree

Interviews with the curriculum chair and the department chair for the Industrial Automation bachelor's degree confirm that faculty and administrators have responsibility for the planning, implementation, and assessment of the curriculum, as well as for student learning programs and services related to the support of the baccalaureate program. In addition, development and review of curriculum for the bachelor's degree followed the same approval process as other programs. In addition to their engagement in the curriculum process and student learning programs and services, students, faculty, staff, and administrators associated with the baccalaureate program participate in all College and District decision-making, including the robust program review and resource allocations processes. (IV.A.4)

Conclusion:

The College meets the Standard.

IVB. Chief Executive Officer

General Observations:

The college president serves as the chief executive officer (CEO) for Bakersfield College (BC). The Kern Community College District (KCCD) Board of Trustees designates to its college presidents primary responsibility for the quality, planning, implementation, and leadership of their respective institutions. Bakersfield College's president has made significant improvements to educational and resource planning, institutional effectiveness, student success and achievement, and fiscal stability, and established effective and collegial communication both at the College and with the community that it serves. During the current president's five years at BC many practices and publications, including *Strategic Directions,* the *2017-2020 Educational Master Plan,* the *State of the College,* and *Closing the Loop* have provided clarity and transparency to the budget and resource allocation processes.

Findings and Evidence:

The team confirmed that the president has primary responsibility for the quality of Bakersfield College. The college president led BC to fully implement Guided Pathways, which serves as the framework by which all committees, services, and instructional programs function and assess their effectiveness. The team observed that faculty, staff, and administrators look to the college president for leadership, innovation, and support. The president established the Office of Institutional Effectiveness (OIE) to provide data to all areas of the College needed for planning and to continually assess its institutional effectiveness. Additionally, through grants and bonds the budget has increased to advance the College's mission. Information pertaining to the budget is distributed through the *Closing the Loop* newsletter and committee reports. The team corroborated that the college president is committed to building leadership at the College by establishing initiatives for professional development and leadership training. The president's commitment to the community is demonstrated through outreach and the Rural Initiatives that bring programs and services directly to Delano, Arvin, Wasco, Shafter, and McFarland. (IV.B.1)

The team verified that the administrative organization is appropriately staffed to reflect the College's purposes, size, and complexity. Board Policy (BP) 2A *General Functions* states that the college president is the final authority on campus and that all staff members shall report to the president or designee. To provide more effective participatory governance, the college president delegates authority to faculty and classified staff leaders and administrators as is appropriate and consistent with their responsibilities through BC's intentionally designed committee structure. Recommendations from the College Council, President's Cabinet, the Student Affairs Leadership Team, and the Educational Administrators Council are forwarded to the college president for consideration. In the event a recommendation is not implemented, the president provides a justification to the recommending body. (IV.B.2)

The team corroborated that the president guides the institutional improvement of the teaching and learning environment. The president is involved in reviewing and approving college documents and plans such as the *Strategic Directions*, which provides the values, goals, and priorities of the College. The team substantiated that the president ensured institutional performance standards for student achievement were set through the establishment of the OIE. Additionally, evaluation and planning are based on high quality internal and external research, which is made available to all constituents through the *2017-2020 Educational Master Plan* and *Renegade Scorecard*. Educational planning is integrated with resource planning through a rigorous annual program review process that incorporates personnel, facilities, and technology requests along with program data that supports the College's mission. (IV.B.3)

The team validated that the college president has the primary responsibility for the accreditation process. The president has appropriately delegated responsibility for accreditation to the Accreditation Liaison Officer (ALO). Under the president's leadership, the Accreditation and Institutional Quality (AIQ) committee evolved to ensure that accreditation and continuous quality improvement are on-going processes. The College is regularly informed of accreditation related issues through the AIQ committee webpage and college-wide forums. (IV.B.4)

The team confirmed that the college president ensures the implementation of statues, regulations and Board Policies as well as having effective control of the budget and expenditures. Board Policy 6A5B, the *Employment Agreement* for the president, and the job description, state the president's responsibility to direct operations of the college within the provisions of the budget. The president has delegated authority for the day-to-day budget oversight to the vice president of Finance and Administrative Services. The president is also a member of Budget Committee, which evaluates relevant data for the College's annual planning process for resource allocation. The team verified that the college president has effective control of the budget as evidenced by reserves of eight percent. (IV.B.5)

The team observed that the college president is dedicated to communicating effectively and regularly with the communities served by Bakersfield College. The president increased knowledge and transparency of the College's student achievements through the *Renegade Scorecard*, the *Closing the Loop* report, and the *Renegade Roundup*. Additionally, the president uses social media to increase BC's visibility with the community by publishing a weekly blog and Twitter feeds to connect with students, faculty, staff, and the community. The president holds press conferences on timely announcements, frequently publishes in the local newspaper,

and appears in spotlight interviews in Kern County. Finally, the President's Education Roundtable, comprised of business and organizational leadership of the area to expand the Kern Promise for equitable educational access and achievement was established to ensure local leaders' involvement in the educational future of the community. (IV.B.6)

Conclusion:

The College meets the Standard.

IVC. Governing Board

General Observations:

The Kern Community College District (KCCD) Board of Trustees has established Board Policies consistent with its mission that define expectations regarding academic quality, integrity, and responsibility for fiscal stability. The Board is an independent, policy-making body with established code of ethics and conflict of interest policies, which include consequences for violating these policies. The governing board acts in a manner consistent with its policies and acts collectively once the full body reaches a decision. All agendas and meeting minutes of the Board are publicly available; the team found these documents and the Board committee agendas and meeting minutes well-organized and easy to navigate. The Board has participated in professional development that addresses best practices in governance. Additionally, the Board took an active role in the accreditation process using its Accreditation Committee to fully understand its role and the Institutional Self-Evaluation Reports of each college.

Findings and Evidence:

The team reviewed Board Policy (BP) 3A *Fiscal*, BP 4B *Programs/Instruction*, and BP 4C *Academic Regulations*, which contain sections delineating the Board's accountability for academic quality, integrity, the effectiveness of learning programs and services, and the district's financial stability. Additionally, student access, success, and financial stability were set as Board Strategic Goals for 2017-2019. Board meeting agendas and minutes demonstrate that the Board receives sufficient information to allow them to exercise their authority in an informed manner. The Board receives numerous updates on the progress of the College in meeting specific student success metrics and goals, and it provides for ample stakeholder participation in the governance process, while retaining ultimate authority and responsibility for the District. (IV.C.1)

The team verified that the Board acts as a collective entity. Board Policies 2G *Standards of Good Practice* and 2H *Statement of Ethics* reflect the Board's commitment to upholding the final decisions of the Board. Specifically, BP 2H1 states that the Board shall "base individual decisions on available facts, and uphold the final decisions of the Board." (IV.C.2)

The Board maintains several policies relating to selecting and evaluating the district and college chief executive officers (CEOs). The employment contracts for both the chancellor and college presidents include a section detailing the criteria for evaluation. The current chancellor was selected through a competitive process in 2017, and was last evaluated in March 2018. The

college president was selected through a competitive process in 2013, and was last evaluated in July 2018. The team confirmed that both selection processes followed the BP 2A2 and BP 6B3. Further, the chancellor and college president have been evaluated in accordance with BP 6E *Confidential and Management Evaluation*. (IV.C.3)

The Kern Community College District (KCCD) is divided into five local areas: Bakersfield, southwest Bakersfield, Porterville, Ridgecrest, and northeastern Kern County. The Board of Trustees is comprised of seven trustees elected to four-year terms from these five districts with Bakersfield and southwest Bakersfield having two elected representatives. In addition, there is one non-voting student trustee, who serves a one-year term. Board Policies 2G *Standards of Good Practice*, 2H *Statement of Ethics*, and 2I *Conflict of Interest Statement* provide the framework for the Board to act in the public's interest. (IV.C.4)

The team verified that the Board of Trustees has established policies that support and facilitate the mission of Bakersfield College. The Board has, as part of its 2015-2018 strategic goals, the improvement of student learning programs and services and has developed objectives that document its commitment to allocating the resources necessary to support the objectives. As established by Board Policy and supported by the functional relationship between the chancellor and college CEO, the governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. (IV.C.5)

The team corroborated that all Board Policies are publicly accessible on their website. Included in these policies is BP 2B *Organization of the Board of Trustees* that specifies the Board's size, duties, responsibilities, structure, and operating procedures. The Board has four standing committees that serve in an advisory capacity, reporting findings and making recommendations to the full Board for action. The four committees are: Accreditation Committee, Evaluation Committee, Finance and Audit Committee, and Legislation Committee. (IV.C.6)

The team verified that the Board of Trustees acts in a manner consistent with its policies. All meeting agenda, minutes, and action reports are publicly available on the District's website. The Board reviews all of its policy biennially. This effort is facilitated through the District Consultation Council, which includes various constituencies within the colleges and district office. The most recent review of BPs by the Board was at a special meeting on November 28, 2017. (IV.C.7)

The team confirmed that the Board regularly reviews reports on student achievement data and metrics demonstrating College progress in meeting student learning and success goals. It reviews an annual California Community College Chancellor's Office Student Success Scorecard report, annual BC Institutional Set Standards and student cohort key performance metrics. Goal 2 of the Board's current strategic goals include a component specifically focused on monitoring student success. (IV.C.8)

The team corroborated that the Board has ongoing board development, including new member orientation. The new board member orientation binder was reviewed by the team on-site. The evidence presented is consistent with BP 2F *Board In-Service Development*. In addition, the team verified that Board members are elected every two years, on staggered terms in accordance

with BP 2B *Organization of the Board of Trustees*. This allows for continuity of membership. (IV.C.9)

The team verified that BP 2E *Board Self-Evaluation* establishes the process for Board self-assessment and improvement. On January 22, 2018, a Board Retreat was held where the self-evaluation was discussed in closed session. Results of the Board self-evaluation were reported at Board meetings on March 8, 2018 and April 3, 2018. During the January 2018 retreat, the Board reviewed the state of the colleges in relationship to the Board's 2017-2019 goals, and the District's Annual Administrative Unit Reviews were discussed. Other items addressed at the retreat included: the Brown Act and code of ethics in educational governance, harassment training, proposed changes to the process for amending Board Action Items, Form 700 *Statement of Economic Interests*, providing leadership through a pathway initiative, *A Board's Evolution in Policy Governance*, and the *Board and CEO Working Together* white paper. (IV.C.10)

The team substantiated that the Board has established policies BP 2H *Statement of Ethics* and BP 2I *Conflict of Interest* to which they adhere. Included in BP 2H are the consequences for violating the established standards. The annual declaration of economic interest (Form 700) demonstrates that there is no violation of these Board Policies. Board Policy 2G *Standards of Good Practice* include that the Board act as an advocate on behalf of the entire community, vote their conscience and support the decision or policy made, exemplify ethical behavior and conduct, remain accountable to the community, and speak with one voice once a decision is made. (IV.C.11)

The chancellor is the District's CEO. The team corroborated that the governing board delegates authority to the district chancellor to implement and administer board policies and holds the CEO accountable in accordance with BP 6A *Administrative Organization*. Board Policy 6A5A describes the responsibility and authority of the chancellor and BP 6A5B describes the same for the college president. (IV.C.12)

The team was impressed by the Board's involvement in the accreditation process. Through their Accreditation Committee, the Board actively engaged in learning about its role in the process as well as learning about each of the Standards. The Accreditation Committee met for the first time on January 18, 2018. At that meeting, the committee established the KCCD accreditation timeline and process. Each Board member serving on the committee reviewed the Institutional Self Evaluation Report (ISER) for one of the colleges. The meeting minutes show that the members discussed the Standards and college ISERs, raising concerns as appropriate during their meetings from February through April 2018. At the February 8, 2018 meeting, the members of the Accreditation Committee reported to the full Board their timeline and plan for reviewing the reports and their continuing professional development on matters related to accreditation. Standard I findings were presented at the March 8, 2018 meeting, Standards II and III at the April 22, 2018 meeting, and Standard IV at the May 3, 2018 meeting. The Board had a first reading of the colleges' ISERs at its June 14, 2018 meeting and voted to approve all at three reports at their July 12, 2018 meeting. (IV.C.13)

Conclusion:

The College meets the Standard.

IVD. Multi-College Districts or Systems

General Observations:

The Kern Community College District (KCCD) is comprised of Bakersfield College, Porterville College, Cerro Coso College, and their respective satellite centers/locations. The District extends more than 24,000 square miles, making it geographically one of the largest community college districts in the nation, serving communities in Kern, Inyo, and Mono counties, and parts of Tulare and San Bernardino counties, including underserved and rural communities.

The District chief executive officer (CEO), is the chancellor, who reports to a seven-member Board of Trustees. The chancellor recommends to the Board and supervises the college presidents, the district vice chancellors, and other administrative staff, who report directly to the chancellor. The District Office (DO) is an administrative operation that does not directly conduct any educational programs. All three colleges are individually accredited; the District Office's operations are only evaluated through the accreditation review of each college where its operations directly impact the colleges.

Findings and Evidence:

The Kern Community College District is comprised of three colleges, each with its own college president, and a district chancellor, who works with the Board of Trustees in support of the colleges. The *Elements of Decision Making* (EDM) document defines the roles and responsibilities of leadership at the District Office as well as the decision-making processes at each of the colleges. The document was created in 2012 and updated in 2016. The team verified that there has been a positive shift in district operations in the last couple of years and that "the colleges no longer serve the District, the District now serves the colleges," as stated by one faculty member. As part of this shift, the District is working with all of the constituency groups to create structures such as the Districtwide Budget Committee (DWBC) that allow for cooperation and representation from the colleges. The team verified, through meeting minutes of the DWBC, that all of the different constituency groups' voices are represented. (IV.D.1, IV.D.4)

As noted in the EDM and codified in the Board Policy (BP) 6A5, "The Chancellor is the Chief Executive Officer of the District. All functions of the District are directed by the Chancellor in keeping with policies established by the Board of Trustees." The team confirmed that the distinction between the District and the colleges is communicated clearly in the EDM and BP 2A2 *Management of the District*. There are several methods the DO uses to evaluate its services. The District Administrative Unit Review (DAUR), the Climate Survey, and the feedback loop provided by the various District committees. The DAUR is a new process that gathers data and critically evaluates the services that the District provides, which includes feedback from the colleges. Through interviews, the team learned that the DAUR process was requested by

Bakersfield College as a way for the District to participate in the Program Review process. (IV.D.2)

The team confirmed that, in accordance with BP 3A1A6, the District's unrestricted general fund reserves are no less than fifteen percent and that the colleges maintain a minimum reserve of three percent. The chancellor has oversight of the budget, but consults with the DWBC. The DWBC has been functioning since October 2017 and its charter and membership has been continuously refined throughout that period. (IV.D.3)

The District's *2015-2018 Strategic Plan* was created in 2015 and a team representing constituency groups from each college, has begun its work on a new District strategic plan. The District plan is integrated with the college plans. Each college creates their strategic directions, which inform the district planning. The Bakersfield College president ensured that the work on BC's strategic directions must be laser focused on student success as the District's plan must be in sync with the colleges' plans. (IV.D.5)

The colleges and DO communicate regularly through District committee meetings, administrative groups, and taskforces. The most recent KCCD *Climate Survey,* conducted in 2016*,* showed that the communication improved when compared to the results of the 2013 climate survey. Through various team interviews, the faculty, staff, and administrators corroborated the results of the survey. The team noted that the current chancellor has significantly improved communication throughout the District via email communications and through the bi-annual publication *What's New at the District*. (IV.D.6)

The *Elements of Decision Making* document delineates the roles and responsibilities of District and college leadership. The District Administrative Unit Review and the KCCD *Climate Survey* documented that the District regularly evaluates its services and the methods and frequency of its communication. Team interviews corroborated the evidence reviewed. (IV.D.7).

Conclusion:

The College meets the Standard.

Quality Focus Essay

The two key Quality Focus Essay projects focus on the College's continued transformation into a Guided Pathways institution: 1) the Program Pathways Mapper to clarify educational and career pathways and, 2) the scale up and improvement of academic and student support services. Students enter the College by cohorts in the ten Learning and Career Pathways or meta-majors and nine Affinity Groups. The Completion Coaching Communities, which are cross functional teams composed of faculty, staff, and administrators, utilize data to coordinate targeted, timely, and meaningful communication to support students.

Project 1 focuses on clarifying the path with the Program Pathways Mapper built on the strong foundation of a collaborative relationship with local high school systems and California State University, Bakersfield. The College is committed to bringing services to students where they are and using technology, such as the Program Pathways Mapper tool, which is a visual display of pathway curriculum designed to augment educational planning efforts, to help students achieve their educational goals. This combination high-touch and high-tech approach aims to improve student learning, progress, and completion in a more cost-effective way.

Project 2 focuses on keeping students on the path by scaling and integrating student support and learning. This project will redesign student support, particularly the high-touch educational advising component with high-tech data analytics by scaling up the summer bridge extended orientation program; redesigning embedded educational advising within each Learning and Career Pathway; and, systematically using data analytics from the Starfish early alert and degree planner systems.

Both projects are mapped to the College's Strategic Directions and aligned with the program review process.